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EDUCATION COMMISSION.

ANSWERS

TO THE

CIRCULAR OF QUESTIONS.

1860.

Vol. V.

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Presented to both Houses of Parliament by Command of Her Majesty.

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CIRCULAR.

Education Commission,
17, Great Queen Street, Westminster.

The Education Commissioners have been commanded by Her Majesty to inquire into the state of Popular Education in England, and to consider and report what measures, if any, are required for the extension of sound and cheap elementary instruction to all classes of the people.

By "Popular Education" the Commissioners understand the education of the families of day labourers, mechanics, and the poorer classes of farmers and shopkeepers.

The Commissioners wish to bring before your notice the following questions bearing upon their inquiry:—

Preliminary.

1. What opportunities have you had of gaining experience as to the state of popular education? To what localities and to what descriptions of persons does your experience apply?

I.—Standard of Education.

2. Up to what age do you consider it practicable and desirable for children of either sex to continue their attendance at school during the whole or part of the year, season, or day, regard being had to their parents' means of supporting them, and to the necessity of their thorough instruction in their future occupation, agricultural, commercial, mechanical, or domestic?

3. What amount of education, religious and secular, could children of either sex be reasonably expected to obtain in the period which you have specified, and of what should it consist? How far do you consider it desirable to include music, drawing, and other matters of taste, in the course of popular instruction which you would wish to see adopted?

4. Will you state your opinion as to the respective advantages and disadvantages of the following methods of prolonging the period of instruction, and insuring the permanence of its results with respect to each sex?

(a) Sunday schools?
(b) Half-time systems?
(c) Industrial and domestic training?
(d) Evening schools?
(e) Lectures and mechanics' institutes?
(f) Free and lending libraries?
(g) Prize schemes or prize endowments?
(h) Distribution of minor State appointments on educational grounds.

5. Should education be supplied to the poor gratuitously, or should it be paid for by them partially or entirely?

II.—Actual State of Education.

6. How far does the present state of the education of children of either sex, in the districts and classes with which you are acquainted, come up to the standard defined by your answers to the preceding questions? What is the nature and extent of any deficiencies which may exist under any of the heads specified in them?

III.—Causes of Deficiency (if any).

7. What are the causes of these deficiencies, and in particular how far may they be attributed to—

(a) Want of schools, whether arising from deficiency of the funds necessary to establish and support them, or from other causes.
(b) Deficient or unskilful teaching, or bad choice of the subjects taught.
(c) Want of interest on the part of parents in their children's education.
(d) Value of the labour of children, inability of parents to pay school fees, or other economical causes.
(e) Bad management or bad organization of the schools.
(f) Laws or social arrangements affecting the condition of the poor.

IV.—Character of the existing System of Government Aid and Inspection.

8. The Government at present makes grants in aid of various elementary schools and training colleges out of the general taxation of the country, requiring, on the part of those who receive them, the fulfilment of certain conditions (especially the combination of religious with secular instruction, and proportionate local subscriptions), and reserving to itself the right of inspecting all schools so assisted.

What is your opinion of this system? How does it affect districts of different degrees of wealth and inhabited by populations of different characters, and districts which do and those which do not receive assistance?

9. What is your opinion of the system pursued at present in relation to—

(a) Pauper schools?
(b) Reformatory schools?

How would you provide for the education of the children of paupers and criminals, or of deserted and destitute children?

10. Does the existing Government system stimulate or diminish voluntary liberality? Are you aware whether any considerable number of persons entertain conscientious objections to its existence?

V.—Endowed Schools.

11. What is the result of your observations as to the efficiency of endowed schools, intended or available for Popular Education, and as to their adaptation to the existing condition of society?

VI.—Suggestions.

12. Would you propose—
   (a) The maintenance of the existing system of Government aid and inspection?
   (b) Its further development?
   (c) Any and what modification of it?
   (d) The substitution or addition of any district, or other system of public aid and inspection?
   (e) The voluntary principle?
   (f) A system of rating; and if so, how should the rate be assessed? Should it be obligatory on the rate-payers to make the rate? If so, how should the obligation be enforced if they were unwilling to make it? Upon what objects should it be lawful to expend the amount levied? How should the schools supported by rates be managed?
   (g) Any and what mode of dealing with existing charitable endowments either already applicable by law, or which might be made available, for purposes of education?
   (h) Will you make such suggestions as occur to you for the establishment, improvement, and extension of any of the methods of prolonging education, or preserving its results, mentioned in question 4, with particular reference to the requirements of the districts to which your experience applies?

13. Would you make school attendance compulsory? If so, on whom would you impose, and how would you enforce the obligation of ensuring the attendance of the children? Would you wish for the establishment of schools under the direct control of the State? Should the education given in such schools be gratuitous or not? What subjects should be taught in them?

You are requested to give your plans upon the subjects referred to in questions 12 and 13 with as much detail as possible, and with particular reference to the manner in which you would deal with the difficulties arising from differences of religious belief.

VII.—Teachers and Training Colleges.

14. What is your opinion as to the qualifications of the masters or mistresses of public, private, or dames' schools for their duties, both generally and with special reference to the circumstances of the districts and classes to which your experience applies?

15. Is the training given to masters and mistresses in normal schools and training colleges well adapted to its object? Can you suggest any points in which it requires improvement? Is the state of these institutions generally satisfactory? Are trained teachers usually satisfied with their profession and with their social position?

16. What is your experience as to the working and as to the results of the system of apprenticing pupil-teachers?

17. Should schoolmasters and mistresses be paid by—

(a) Stipends?

(b) Fees?

(c) A combination of the two?

VIII.—Results.

18. What is your experience of (a) the intellectual, (b) the moral effects of education on the poor?—Will you state as many specific facts as possible in support of your opinion, allowing for the influence which other causes than education may have had in improving the condition of the poor.

ANSWERS TO QUESTIONS.

Sir Charles H. I. Anderson, Bart.

Lea, near Gainsborough, Lincolnshire,
June 28, 1859.

GENTLEMEN,

IN replying to your circular I have thought it best to take the heads of your inquiries in succession, and answer them separately, as far as I can.

My experience is derived from a residence in this district for many years.

I understand education to mean not only *intellectual* but *moral* training.

One of the peculiarities of this district is, that there are few resident gentry. A very large proportion of the estates are managed by attorneys and agents. Till the last few years education has been much neglected. Such indeed had been the supineness of the Church of England during the last century, both as regards Clergy and Laity, that but for Wesley, religion would probably have died out in this district. Since his time the Church has gradually become more active, and schools are increasing and improving in numbers and management.

I consider those schools to be the most promising where The Commandments and the Duty to God and Man are regularly taught, because without moral and practical religious training there can be no real education.

Wages.—The rate of wages amongst the labourers is high as compared with many southern and western counties, seldom below 10 or 11 shillings per week, generally 12 shillings, and more in mowing time and harvest.

Most cottagers have a pig, which they do not sell, but kill, cure, and eat.

I.—STANDARD OF EDUCATION.

Children in villages continue their attendance at school till the age of 10 or 12, but are then wanted to "tent birds," or as it is called in the East Riding of Yorkshire (a district very similar to this), to "flay crakes," *i.e.*, to frighten crows from the corn.

Children of 10 and 12, with women, go out to weed and hoe turnips, &c.; at 14 the boys and girls go out to place as farming servants.

When parents are well off, no doubt the children might be kept longer at school, but a few shillings a week extra, even for a part of the year, are great helps to a family; therefore I do not think

a longer attendance would ever become general, unless there were *compulsory education*, which *I object to most decidedly.*

In country towns the children are apprenticed and go out to place about 14.

3. The amount of education acquired from 10 to 12 is to read, write, and cypher. The excellence must depend on the supervisor or clergyman whose duty it is to see that the master and mistress do theirs.

Drawing and matters of taste might be useful to those who are apprenticed to joiners, builders, painters, plumbers, glaziers, engineers, &c. To agricultural labourers, *No.*

Music.—Always good. A choir or choral society a first-rate lever for good.

4. *Sunday Schools.*—Useful, and generally necessary.

6. *Half-time system* would never do in this district.

Industrial Training.—Good in union schools, so far as culture of a piece of ground. No union school should be without it in an agricultural district.

The tendency of the union schools is to teach the children some things which will be of little use to them as day labourers, *i.e.*, to too high a standard.

How to measure land, is good.

Joinering, shoemaking, and tailoring might be taught with advantage.

A school for cooking for girls might be good; but where would be found the materials? except for simple boiling, and baking, and roasting.

(d.) *Evening Schools*, the best of all means for getting at the farming servant boys and young men, a *most neglected class.*

Boys leave school at 10 or 12, go to place, forget nearly all they have learned by the time they are 18 or 20, besides getting loose habits.

Farming servants are usually hired from year to year. In ordinary farms they consist of the head man, second man, third man, and boy. In larger farms they are more numerous.

Head man often married. It is becoming a practice to quarter the young unmarried men at the head man's house, he giving them board and lodging at so much a week. This practice has arisen from the trouble the farmers have when the young men sleep in the farm-house where there are young female servants.

As the boys grow older and stronger, they naturally are led to change their places for increase of wages; and it is now the general practice for the farming servants to "shift" their places every May-day or Martinmas, when there is a general move-all.

The day after May-day is commonly called "pag-rag" day, *i.e.*, the day when their clothes, &c., are *pagged* or carried from one place to another. In appeals at quarter sessions the term was general in this district.

The farming lads are as distinct a class as bagsmen or couriers

Boys would sometimes like to stop on, but are often hindered by the older ones. The farmers have generally a fixed rate of wages for certain places, and will not increase them; and I have known a good servant and a good master part for the sake of half a sovereign. Parents of farming servants are very apt to side with their children and make mischief.

Young men and women are hired at statutes (as they are called in this district).

Much has been said about their standing like slaves to be hired. This is *bosh*—mere vulgar claptrap.

They wouldn't do it if they didn't like it.

Recruits are examined to see if they are able-bodied, a boat's crew at school or college are picked men; and so must it be in all cases where physical strength and activity are required.

These statutes are their only holidays, and they meet each other, spend their money, dance, and sometimes get drunk, being encouraged so to do by the drapers and innkeepers. When statutes are done away or given up they attend in the same way on market days, standing in the streets to be hired. A holiday is valued in proportion to its rarity. A day's recreation judiciously managed might be made an instrument of great value in a parish, used as a stimulant to good behaviour on the part of these youths. If they can be induced to go to church and be regular and sober in their habits, it is for their masters' benefit as much as their own, and the prospect of a day's pleasure will help this on. You may lead, but you had better not try to drive. I may add, that the railway companies are often most blameable in not providing sufficient carriage room at hiring times. I have known young people crowded together to the utter disregard of all decency, when a spare carriage or two would have prevented it.

Attempts have been and are being made to substitute register offices. These may help some to get places; but as farmers *must see* the *height*, and *strength*, and *health* of the men and boys they want, there is no mode so convenient as where they stand in great numbers, and the masters can select those they fancy; but it is a pity that written characters are not more common.

The establishment of the rural police tends to keep these hirings more orderly; and if the young men and women were improved in morals and more civilized, I see no reason why this mode of hiring should be given up, at least as regard the *males*. Register offices would be better for girls, but they ought to be under good management. I have known register office keepers go about calling at houses and making servants dissatisfied, for the sake of the fees for getting them fresh places. This is by no means uncommon.

Nothing is more likely to improve the young men than night schools; not that *much* learning can be taught there, for the word *school* must be taken in a qualified sense, in villages at least. These boys have been all day working hard in the cold, therefore a warm room with a good fire (and these schools can only be kept

in the winter) naturally induces drowsiness; but *some* will always be found glad to improve their writing, reading, and summing.

Reading a story aloud to them is popular, and a singing lesson.

The *main object* must be to gain their confidence, take off their shyness, and if this can be done they may be modelled, as far as four or five months' intercouse can do it; but they change *every year*, so that *every village* ought to have a night school.

In summer, cricket should take the place of the night school.

The clergyman or some kind friendly person must attend these schools, or they will not answer; and in the country they will not so much teach learning, as *self-respect, trust* in those above them, helpfulness towards each other, and *good behaviour*, but this is a great point gained.

The servants in large farms of 1,000 or 1,500 acres, living away from the villages, cannot so easily attend.

In country towns the evening schools may be made much more effective as regards intellectual teaching than in villages.

Night. schools are attached to some mechanics' institutes, but not to all.

No general rule can be made to apply to all towns, even of the same character.

Mechanics' institutes are very differently managed. Some answer and some do not, when to all appearance they are conducted much alike. The main secret is to avoid making them political, and to give the members confidence in the committee of management, which is only to be done by very *open dealing.*

Lectures are expedients to keep up interest. As means of teaching, of *very little* use.

A series of lectures, on one subject, by a competent person, in a style suited to the audience, might teach something.

Free Libraries.—Good, if *books good.*

Prize Scheme and Endowments.—Of these I *know nothing.*

Distribution of minor State Appointments, on Educational Grounds.—It depends upon whether by *education* is meant mere *head knowledge.* If so, of *no practical use* by itself. Without *industry and steadiness*, no *head knowledge* is worth trusting to.*

A clever young certificated schoolmaster was tried at Lincoln and convicted of forging testimonials to get into Spalding workhouse. It appeared he had done so at other places. The object being to get amongst the girls.

5. *Education for the Poor should be Gratuitous where there is absolute Necessity, but they value most what they pay for.*

Compulsory Education.—I *entirely object* to this, except in the case of children in a union, or in the case of children of those over whom, being supported by the public, the public ought to

* I think there is a tendency in competitive examinations to ask out of the way questions to show off the examiner himself, by which practice a clever scamp may very often get the advantage over a better candidate. An examiner who will do this is not worth his salt.

have some control; but for the State to say to the labouring poor generally, "you *shall* send your children to school," would be a case of tyranny as unendurable as to say to the rich, "you *shall* "send your boy to Eton, or you *shall* have a tutor for him."

II.—Actual State of Education.

Not high, but improving.

Church schools more numerous and well attended. Night schools in towns have good results when well managed.

I have heard boys and young men, from 10 to 21, examined at the Lincoln Mechanics' Institution night schools, chiefly sons of labourers employed in engineering, bricklaying, joinering, &c. Their attendance, voluntary, for two hours, three times a week. They would beat many of the smart young men out of drapers' and genteel shops, and many gentlemen's sons also, both in arithmetic and handwriting, both of which are (or were) disgracefully neglected in our great public schools. The arithmetic was done far better and quicker than I could do it. The praiseworthy and regular attendance of these youths shows what may be done by the kind encouragement of two or three individuals who come and teach during the winter months, among them, the Coroner of the district, who takes a class to himself.

III.—Causes of Deficiency.

Want of funds. Unskilful teaching. English badly taught; *vide* Mr. Temple's report, in a book published by T. D. Acland, Esq., on the examination at Exeter, 1857.

The same deficiency to be found in this district. Want of interest in the parents, very common. Social arrangements of the poor, often against education. Bad cottages are injurious (morally), as I know to my own cost. A good plan, which could be carried out economically, so as to pay, and thus induce landlords to build, is much wanted; for cottages are a great expense on a property. Plans must vary according to the materials of the district, and their quality, brick, stone, soft or hard, and so on.

IV.—On the Character of Government Aid and Inspection.

I don't feel qualified to speak, but I think some of the inspectors with whom I have conversed, are too anxious to encourage a *high intellectual standard*, as if it would produce by itself a *high moral standard*, which I for one *don't believe*.

9. *Pauper Schools.*—I suppose to mean union schools, of which I have spoken.

Reformatory Schools.—None in Lindsey. We send our boys to other counties. Reformatories and penitentiaries of one district should agree to send their inmates to another, and take in inmates

from a distance, which helps to get them into a *new groove*, out of the reach of old associates.

How to provide education for criminals and deserted children? —In some cases in union schools, but generally to leave it to be provided by voluntary and disconnected exertions of philanthropic individuals.

10. Does Government system stimulate or diminish voluntary liberality?— I think neither one nor the other. Objections against the Government system appear to be founded upon a sort of English jealousy.

V.—Endowed Schools.

I know little about them.

VI.—Suggestions.

My suggestions are comprised in my previous remarks; I would only repeat, that any method to catch the young men, from twelve to twenty, in town or country, so as to influence them for good, ought to be tried; and the night school, or a place where they may obtain rational relaxation and amusement, seems the best. But when we have saloons, billiards, and all sorts of ill-conducted places to lure them to the bad, there can be no antidote, only palliation. If masters, whether gentry, farmers, or shop-keepers, would exercise more paternal government over their servants and apprentices, and set them a good example, they would have a better chance.

VIII.—Results.

Must be good, if education good, *i.e.*, *moral*, and *intellectual;* and by *moral* I mean *practically religious.*

Intellectual teaching should have an eye to the future destination of the pupil. You would not teach a day labourer astronomy, when you might teach him the nature of soils, and how to measure a field. You would not teach a tailor to plough, or a shoemaker to rub down a horse, when one wanted to make a coat, and the other a pair of boots.

To manage a school is a gift. A steady perseverance on a moderate scale is generally more effective in the long run than trying to force clever pupils, to the neglect of stupid ones; or frequent changes or attempts to fly high, and witch the world with clever scholarship, to the neglect of religious training.

C. H. I. Anderson.

To the Education Commissioners.

Edward Akroyd, Esq., Halifax.

Question 1. I have taken an active part in the establishment of mechanics' institutes, day and Sunday schools and evening schools, also of working-men's colleges.

I maintain and have the management of 6 (six) day schools, 5 (five) Sunday schools, 2 (two) evening schools, and 1 (one) working-man's college; also 2 (two) public libraries, containing about 7,000 (seven thousand) volumes, for the use of the working classes.

The day and evening schools, and the working-man's college contain at present 1,881 *scholars and students.* The Sunday schools (Church of England) contain 667 scholars.

My experience applies chiefly to the manufacturing districts of the West Riding, both town and country, and also to the agricultural districts of the same, to persons employed in factories, mines, iron works, quarries, dyeworks, &c., &c., and to farm labourers.

2. Up to the age of 12 *or* 13 *years*, during one half of the day in manufacturing districts, and in agricultural districts on alternate days, or by such other divisions of time as may be found convenient in various occupations. The application of the half-time system to agricultural districts has been practically and satisfactorily tested by Mr. Paget, M.P. for Nottingham.

3. Children who have attended an infant and an elementary school up to the age of 13 *years* will have learnt (I speak from my own experience in my own schools) to read and write fairly, to write from dictation with correct spelling, to have a fair knowledge of grammar, to express in writing thoughts on any familiar subject; to work sums in the first four rules of arithmetic, proportion, and practice; to have a fair knowledge of general geography, and a special acquaintance with that of Great Britain and her dependencies; to have an elementary knowledge of English history, and a fair acquaintance with Old Testament history, and a thorough knowledge of the history of the New Testament.

Church catechism and doctrinal teaching should be reserved for the Sunday school.

For *girls*, needlework, domestic economy, and vocal music. For *boys*, drawing, as now taught under the direction of the *Department of Science and Art*, and vocal music.

I would have vocal music and drawing taught in all elementary schools, but I would not compel any children, whose parents object, to attend such lessons.

4. (a) Sunday schools are of little value except as nurseries for the particular religious sects to which they belong.

(b) The half-time system is applicable to all trades and occupations, and by it the period of occupation may be prolonged to the age of 12 or 13 years.

(c) Industrial and domestic training is invaluable for girls and young women. I have classes in my schools expressly for this purpose; for instance, for teaching cookery and household work, needle-work, and dress-making.

(d) Most valuable. In fact the only way of prolonging the period of instruction after the age of 12 or 13 years.

(e) Mechanics' institutes and occasional lectures have little effect in prolonging the period of instruction of the working classes. They are chiefly of use to the middle classes.

(f) Free and lending libraries are of great use when connected with evening schools and working-men's colleges. My own libraries would be of little value to the working classes were not the reading directed by those institutions.

(g) Pecuniary prize schemes are wrong in principle, because they act as a bribe to the parent to send his child to school; and in order to be successful, the prize must be larger than the amount of wages which the parent would receive from the labour of the child, if kept at work. Certificates of merit and good conduct, on the contrary, are highly desirable, because *first*, they awaken a spirit of emulation among the children themselves, and because, *secondly*, to the parents they offer a valuable recommendation for the future employment of their children.

(h) Not much value can be attached to the distribution of minor state appointments.

5. Education should never be supplied altogether gratuitously, except to pauper children. In very poor districts it should be paid for by the parents partially.

6. The present plan of education in the districts and classes to which I have referred fails only where the half-time system does not apply, viz., when the child leaves the day school. As soon as a child leaves the day school his education generally ceases, and *very few* of those educated in the day schools attend the evening schools. Thus, at the age of 18 or 20, many young men and women have forgotten what they learnt when children. True, they never forget how to read, but instances are not rare in my evening schools of young persons of that age, who have attended the day schools, coming expressly to be re-taught writing.

7. (a) Simply from want of compulsory attendance. A more liberal grant from Government towards evening schools would prove a great blessing to the working classes.

(b) No.

(c) and (d) Partly; also the greater interest the parent takes in the child's WAGES.

(e) No.

8. The system is *excellent*.

The poorest district (with the aid of such grants) may support a good school.

10. The existing system most decidedly stimulates voluntary liberality. There are very few who entertain conscientious objections to it.

11. There are many small endowed schools in the districts to which I allude. They might be made available for popular education by their being conducted on the same plan as national schools under Government inspection. You see in many villages in these districts a day school under Government inspection, excellently managed, having a certificated master, &c., and yet, with all these advantages, scarcely able to maintain itself; and, perhaps, only a few yards off an old endowed school with a bad master and under bad management.

12. (a) Decidedly; with the exception of capitation grants.

(b) and (c) I am in favour of its further development under economical management.

(d) The inspection should be half-yearly, and the payment to male pupil-teachers ought to be increased.

(e) The voluntary principle will fail as it *has* failed.

(f) No system of rating can be made practicable.

(g) Place all endowed schools under inspection, and whilst taking care that the will of the founder be respected, adapt the instruction to the purposes of popular education. The future teachers of such schools should be trained and certificated. Further provision should be made for the endowment of schools by the suspension of the Law of Mortmain.

(h) The half-time system will ensure the education of all children of the working classes up to the age of 12 or 13 years. Beyond that age education may be easily prolonged by night schools and by working-men's colleges, always provided, that efficient and trained teachers be employed under proper inspection.

13. I would enforce the obligation jointly on the parent and the employer, by making education a necessary condition of employment.

As in the *factory half-time system*, where Government grants are received by schools, Government inspection shall accompany that grant in order to secure its proper application.

In my schools and institutions are included the children of parents of all denominations of Christians, and no complaint is ever heard on religious grounds; *and for this reason*, because, although I consider it essential toadopt religious and moral culture along with secular instruction, all purely doctrinal teaching I leave to Sunday schools.

14. The only teachers who are fit for their office are those trained and certificated by the Committee of Council on Education (with very few exceptions).

15. The training *is* well adapted to its object. Trained *mistresses* are generally raised by their profession in the social scale. It is not so with masters.

16. The only faults in the system are, that the male and female pupil-teachers are generally selected from the school in which they are apprenticed, and that the allowance in money to the boys is too small, and the payments not frequent enough. It would be of advantage, too, that the stringent rules with regard to the forfeiture of the payments to teachers should be somewhat relaxed.

17. By a combination of the two.

18. Since the introduction of the factory system of education, I have observed in most of the districts to which I have alluded a great improvement in the condition of the working classes, both morally and intellectually. I have also observed that the manners and habits of the working classes have been proportionally elevated.

EDW. AKROYD.

Bank Field, Halifax, and
Denton Park, Otley, Yorkshire,
May 18, 1859.

Rev. Dr. Adler.

1. I am from Germany, having been Chief Rabbi in Oldenburg and Hanover, where I had the superintendence over all or most of the Jewish schools. I have resided in this country since 1845, where I have visited and superintended the Jewish schools in the different towns of England, especially those established in the metropolis for the poorer mechanics and shopkeepers.

I.—Standard of Education.

2. I think it practicable and desirable that in large towns boys should remain at school to the age of 14, and girls to the age of 13, during the whole school year. The years from 11 to 13 and 14 respectively are the most important, as then the intellectual abilities begin their development, and the moral powers require strengthening. The present ordinary way in day schools of dividing the school day into two parts, from 9 till 12 and from 2 till 4, is a great disadvantage to parents, who lose the wages of their children, to teachers, who lose two hours in the middle of the day, and to the pupils themselves, who during the time get into the streets to play. There would be much gained by fixing the time from 9 till 1, or, with a short interval, till 2.

3. I am not an advocate for teaching the poor such subjects as they do not require, and may render them dissatisfied with their position in life. But I do not think reading, writing, and arithmetic sufficient; the few subjects of tuition must be taught not superficially but thoroughly, and special care must be taken of their religious, moral, intellectual, and social development, so that they may be prepared when they arrive at the season of self-dependence to start fair, and to act their part well on the world's great stage. For Jewish children it is necessary that they learn the Hebrew language for the purpose of becoming acquainted with the principal parts of the Bible in the original, and to pray in that tongue. Concerning the secular education, the children ought to have a sound knowledge of the English language, to parse, read, and write correctly. They must well know English history and tolerably well general history, geography, both physical and political, arithmetic as far as necessary for all practical purposes, and also physical and social science, especially the laws of economy. For girls the standard may be a little lower, but household work should certainly be taught to them. Music and drawing can surely do no harm, but, on the contrary, may withhold many a youth from evil association. They should, at all events, be inspired with a taste for the fine arts.

4. (a) Sunday Schools.—As far as my experience extends, Sunday schools are too meagre to be of any use to those who have attended a day school during the whole period of instruction, and surely insufficient for those who have not attended any school at all. Besides, most of the time is devoted to religious instruction, and even that is given in a stinted and clumsy way. The children learn there but the catchwords of their creed without being impressed with it, and having the soul called into activity. Sunday

schools may be necessary as long as the week-day schools have not attained the right standard, but they are mere palliatives, necessary evils to prevent greater evils.

(b) My experience is too limited with respect to the half-time system to give any opinion thereon.

(c) Industrial schools have the disadvantage, that they come into collision with the purposes of a good school. The school teaches the *man*, the industrial school the *individual;* the former is *general*, the latter is *special.* The school pays little regard to the subsequent position in life of the pupil; the industrial school has a distinct bearing upon the future vocation of the individual. Besides, every man has an inward calling for some pursuit, which may be termed the inward revelation; the industrial school, however, must naturally be limited to some trades only, and would, consequently, prove injurious to the peculiar bent. Again, industrial schools deprive the apprentice of that worldly experience which is better than all theory. For all these reasons the Committee of the Jews' Hospital, with which during 40 years an industrial school for carpentry, shoemaking, &c., was connected, found it expedient to discontinue the industrial establishment, and to apprentice the pupils out of doors. The domestic training for girls has, however, proved highly advantageous.

(d) The observation made upon Sunday schools finds also application with regard to evening schools. They are too meagre to supply the want of an ordinary week-day school, and can only be tolerated during the period of transition, when good schools are still wanting. They have proved useful to foreigners who have come over without any knowledge of the language, but they are decidedly injurious to grown-up girls, to whom they give an opportunity of getting into the streets at late hours.

(e) Lectures and mechanics' institutes are very advantageous for the promotion of adult education, but, I apprehend, that the disadvantages outweigh the advantages. It cannot be denied that the lectures are frequently beyond the sphere of the young men's intellects, and as the mind of the hearer is not brought into contact with that of the teacher, he is either lulled to sleep, or undigested notions are left behind, half matured ideas, which render the hearers dreamers, talkers, and vague reasoners, leaving them quite out of the sphere of a modest and sound education. Besides, these institutions lead to intercourse with the other sex, which cannot always be beneficial to morality.

(f) There is no doubt that free and lending libraries, when great care and caution is taken with regard to the nature of the books, must prove beneficial to the adult, and keep him from the tavern, billiard room, low places of amusement, and other houses of vice.

(g) and (h) One of the greatest impediments to the education of the poor is, undoubtedly, the loss which the parents suffer in such wages as the children can earn, especially from the eleventh to the fifteenth year. Prizes of all kinds, therefore, and State appointments are mighty levers to elevate the mass. But, as the number of those gifts and endowments must be comparatively small, it seems highly expedient that societies, charities, or other benevolent institutions, even boards of relief, should look earnestly to the state of the applicants, with respect to the education of their beggar

children, and prefer those who sacrifice their own present wants to the future wellbeing of their children.

5. Throughout Germany the poor are educated gratuitously, which might be explained by the fact that the attendance there is compulsory. The managers of the schools in England think that a small school-fee, *e.g.* 1*d.* per week, would induce parents to send their children regularly to school, and cherish a spirit of independence. On the other hand, parents do not as yet value the education of their children enough to pay for it, and in the absence of any other inducements and impulses, I fear that the payment of the school-fee would serve as an additional excuse to keep their children at home. Besides, it appears to be a hardship that poor parents, besides the loss of the wages which their children could earn, should have to bear another tax. I therefore think that a gratuitous education is by far to be preferred.

II.—Actual State of Education.

6. The Jewish community in England, which consists of a population of about 30,000 souls, contains a large proportion of poor. Since the year 1851 great exertions have been made for the amelioration of the religious, moral, intellectual, and social condition of the poorer classes. Not alone new schools have been erected, but old ones have been enlarged, better provided for and organized; so that, on the whole, there are but few Jewish children who can neither read nor write.

There are in the metropolis 10 week-day schools, 5 evening schools, and 2 Sabbath schools, and one literary and scientific institution. We must give credit to the wealthier class of the Jewish body for having called most of these institutions into existence, maintained them by their private means, and devoted to them their personal exertions, by visiting them, and even imparting instruction. We must, however, confess, that, in spite of very great improvement, the schools do not yet come up to the standard which is required. The reasons are,—

1st. *The study of Hebrew.*—It is incumbent upon the Israelite to know at least so much of the Hebrew language as to read the Prayers, and to understand the Pentateuch in the original. Those Jews who aspire to be better educated learn the Hebrew language grammatically, the Bible with its commentators, and the principles of the Jewish faith thoroughly. In former times the whole instruction was limited to those subjects, and secular knowledge was entirely excluded—nay, even at present some of the poor instruct their children only in Hebrew. But in all Jewish schools a large portion of the school time is devoted to Hebrew, which must naturally, more or less, affect the amount of their secular education.

2nd. *The influx of foreigners.*—The Hebrew congregations of large towns in England, especially of London, are subject to a large and annually increasing influx of foreigners. They come over from all quarters of the globe, especially Poland and Holland, in a state of great destitution, and their children attend the public schools without possessing any knowledge of English. On this account, it is evident that they can derive but very little advantage from their attendance.

3rd. *The peculiar condition of the Jews;* namely, that, by the law of their religion, they are obliged to rest on Friday evenings, Saturdays, and Festivals, and, by the law of the land, on Sundays; on which account they cannot carry on all trades, nor enter into all professions, nor can they compete with their fellow-men. In many countries they are not allowed to carry on all trades, and even in this country their admission into them is but of recent date. This peculiar condition is fraught with this evil consequence, that the poor Jewish tradesman and artizan earns less than his Christian neighbour, and therefore requires the labour of his children more. Thus the difficulty of finding bread leads to the difficulty of finding instruction, and hence arises the bad attendance at the public schools.

III.—Causes of Deficiency.

7. (a) The tabulated returns of the Jewish schools will show that there are Jewish public schools in London, Manchester, Liverpool, Birmingham, and Glasgow. But besides those mentioned, there are Jewish congregations in Bath, Bedford, Brighton, Bristol, Canterbury, Cardiff, Chatham, Cheltenham, Dover, Dublin, Edinburgh, Exeter, Falmouth, Hull, Ipswich, Leeds, Merthyr-Tydvil, Newcastle-on-Tyne, North Shields, Norwich, Nottingham, Penzance, Plymouth, Portsea, Ramsgate, Sheerness, Sheffield, Southampton, Sunderland, Swansea, Wolverhampton, and Yarmouth. Those congregations have no public schools, and the children of their poor attend the Christian schools for the acquisition of secular knowledge, and are instructed in Hebrew and religious knowledge privately, while some of them have a public school for instruction in Hebrew and religion. The number of members being but small, and the means scanty, their wealthier co-religionists are prevented from establishing and maintaining well-organized schools for religious and secular knowledge combined. Hence arises the evil circumstance that, not only is their instruction very slender and inadequate, but the ascertainment of the children who do and who do not attend a school, is rendered very difficult. I have used great endeavours to bring about the organization of new schools, and succeeded in some congregations, but failed in many through the want of funds and the small number of poor children. In the metropolis, however, want of schools has never been the cause of any deficiency, there being abundant accommodation for all who desire to learn.

(b) In most of the schools the great deficiency exists, that the memory is cultivated and not the mind, so that but little practical advantage accrues from school training, until a trade or business moulds the intelligence of the school-boy. This general deficiency is especially evident in some branches of education, *e.g.* in inability at *composition*, to which branch I attach very much importance; in teaching history and geography, so as to include facts which extend to distant ages and quarters of the globe, in such a manner that the greatest number of children leave school before they arrive at the history of modern times. Instruction, as charity, must begin *at home*. Arithmetic also is but too often made a mere collection of rules, got by heart, without any exercise of the intellect and reasoning powers. Throughout Germany one of the subjects

of instruction is "Verstandes Uebung," *i.e.*, exercise of the mind, which is only partially supplied by a branch of education only recently introduced, social science or practical economy. It is scarcely becoming for me to speak of the sufficiency or insufficiency of religious instruction *in general;* but thus much I may say, that all religious instruction without *moral* training is next to nothing. A practical knowledge of religion and morality must be combined, which it is, however, difficult to carry out in teaching, and hence a great deficiency in many schools.

(c) I may state, that there is no want of interest in their children's education on the part of Jewish parents; it is only their poverty, and the consequent necessity of making their children work for their livelihood, which cause their total or frequent absence from school, or their being too early withdrawn from it.

(d), (e), (f) Most of these topics have been touched upon in the foregoing observations.

IV.—Character of Existing System of Government Aid and Inspection.

8. I look upon the system of Government aid and inspection, with regard to the three points; viz., the inspection, the training of apprenticed teachers, and the elevating of the condition of the schoolmaster, as a great improvement in the right direction—as a measure which bears within itself the germs of future development and growth. It is the recognition of a grand principle, that it is the right and the duty of the State to interfere with education,—a recognition which is of the greatest importance and value. The deeper, therefore, is it to be lamented that Government has been obliged to contract its operations within so exceedingly limited a sphere. Inspection is highly necessary, it discloses where there is real efficiency, and where there is merely the outward appearance; but as Government affords assistance only for the *erection* of schools and not for their *maintenance*, many patrons and heads of schools object to being inspected critically, and decline the interference of Government altogether. It is the more to be apprehended, that many schools will decline Government inspection on the plea that there is too much patronage in the plan of granting donations only on certain conditions and under peculiar circumstances; features which bear the impress of a charity offensive to many donors and contributors. And this is especially to be regretted, as the voluntary system still forms the basis on which the Minutes of Council are founded,—a charity which the State in its greater and more majestic movements ought to avoid.

Another objection to the Minutes I cannot help seeing in the condition that the school must be opened to children of different creeds.

Notwithstanding the outcry raised by many reasoners against combining instruction in religious with secular knowledge, the greatest minds and warmest hearts of the nation unite in declaring the necessity of making religious education the basis in many elementary schools. We may no more separate the one from the other in the seed than we may in the fruit,—no more in the school than in the world. Religion is the greatest stimulating power in

the child as well as in the adult; it teaches both how to live and how to die. For these reasons I fully agree in the opinion expressed in the Minutes of Council, that sound knowledge in secular learning and in religion should go hand in hand. The condition, however, that the Government grant be only then awarded when the school is open to children of all religious denominations, defeats the very purpose Government has in view; either the religious instruction of the majority of pupils, or that of the minority, must suffer.

V.—Endowed Schools.

My experience on this subject is too limited to permit the offer of any opinion.

VI.—Suggestions.

12. (a) (d) My opinions on these subjects are for the most part contained in the answers to § IV.

(e) From the time that the benevolent Raikes of Gloucester started his Sunday schools, from the time that Bell and Lancaster agitated the whole country on the subject of their week-day schools, the Established Church on the one hand, and the Dissenters on the other, have rivalled each other in the magnificence of their contributions towards the education of the poor. Still the voluntary system, with all its great achievements, has not succeeded. The freest nation under the sun in thought, word, and deed, the most practical and persevering of nations, is only the sixth or seventh in the scale of educated countries. This shows that the system of leaving education to rest on voluntary contributions is at least insufficient, and therefore (f) the system of rating is to be preferred. I am fully aware of the number and force of the arguments which have been brought forward against it. Still, it cannot be denied that our poor require mental as much as bodily sustenance. As it is the duty of the State to supply the poor with the necessaries of life in the time of need, in order to prevent them from starving, and to levy a tax for that purpose; so it is the duty of the State not to allow untrained minds and uncurbed passions to be let loose on society; and it has, therefore, an equal right to levy a tax for educating the poor. In Germany, the rate for the bodily support of the poor is voluntary, but that for their mental support is *compulsory*. In England, where the poor-rate is compulsory, I do not think that Parliament would object to levying a tax for popular education. Hence it follows that the rate should be assessed like the poor-rate levied at present; that elementary schools with all their appurtenances should be established and organized by the different parishes, for each denomination living within the same school district, and under the immediate inspection of Government, the expense of maintaining the same being defrayed out of the rates levied for that purpose. A school-fee should be paid by those who can afford it, the children of the poor being entirely free. The advance in the case of pupils of extraordinary mental ability from elementary to higher schools, and from those to colleges and universities, should also be paid for.

13. Having proceeded so far, I may go a step further, and state that, having been in Germany an eye-witness to the advantages

resulting from making school attendance compulsory, I am a great advocate for the compulsory system. Most of the deficiencies which at present exist in the state of education, as regards either the early withdrawal of children from school, or the lamentable darkness in which so many thousands of our fellow-creatures remain, and consequently the number of juvenile offenders, would be removed if parents and guardians were compelled to afford their children a sound and complete education. I am aware that an Englishman feels an innate abhorrence of the word "compulsion." But no real compulsion is, in fact, necessary. If the State only requires that every girl in her fourteenth and every boy in his fifteenth year shall bring forward a certificate that he or she has obtained a certain amount of education, no matter where, either in a public or private school, or by private tuition, the great aim and purpose will have been attained. I need scarcely observe that, although, as mentioned above, schools should be established for each religious denomination, if the number belonging to it be sufficiently large, the certificate of education should be limited to the amount of secular knowledge.

VII.—Teachers and Training Colleges.

14. One of the greatest deficiencies which I have observed to exist as regards the state of education in this country, is the want of qualified masters and mistresses. This apparently arises from the indifference on the part of the parents as to those to whom they entrust the education of their children. There is no vocation higher than that of a teacher, for nothing on earth is so precious as the mind, soul, and character. But there is also no profession so difficult as that of a good schoolmaster; for he must have a penetrating insight into human nature, he must be able to trace the laws of thought, to comprehend the perfection of man, to investigate the motives and impulses by which the child is roused to the harmonious exertion of all its intellectual faculties. And still parents do not care at all who is exercising a constant and lasting influence on their children's minds. Any one of the most mediocre abilities is generally thought competent to undertake this great task. Another evil, which is the consequence of the preceding one, is the little regard and esteem in which schoolmasters are held in society. Parents, who ought to consult their children's teachers, to study with them the peculiarities of each pupil, and to concert with them the means of arresting any evil disposition and vice at its first manifestation, are, we may almost say, ashamed to associate with them. The natural consequence is, that many a talented young man feels a great dislike to embrace a profession which is attended with so many responsibilities and disadvantages, and so little reward and appreciation. And this is the case more especially in a country where the prospects of rising in the mercantile sphere are so bright. I have with great exertions called into existence a college for the training of Jewish ministers and teachers, which is still in its infancy, but has yet afforded me an opportunity of seeing how immense the difficulty is of getting for the ends in view young men with good abilities to offer themselves. If Government is willing to raise the state of education to a higher scale, this can be done only by fully

appreciating the labours of the acting teachers, and not ignoring their noble exertions when age or other causes have compelled them to retire. Improvement in the condition of the teacher is the germ of all other improvements, which must and will fail without it. Without the interposition of Government in this most important point, the country will reap no benefit, but only disappointment. A good beginning has therefore been made by Government by paving the way to the training of apprenticed teachers. It will certainly supply the country with more efficient schoolmasters. I call it only a beginning, because so far as my limited experience reaches, the sphere of knowledge of these pupil-teachers is very circumscribed, being generally restricted to merely a few text books. Now I am quite convinced that much learning is not requisite for them, even not expedient, for experience teaches that the most learned men generally make bad schoolmasters; but a sound knowledge of general history and literature, of composition, and, above all, an acquaintance with the theory and practice of education, is essentially necessary. Another drawback is, the smallness of the Government grant, which prevents the apprentices from taking lessons for their improvement. In the Jews' Free School of London and Manchester, the managers pay a salary to their pupil-teachers; but we can scarcely expect that such a course would be pursued in many schools. The Government certificate is surely a great security to the country that the right men will be in the right places. It might, however, very advantageously be so far extended that the teachers, after having been three or five years in their office, be at liberty to pass, or even obliged to pass a higher examination. It is a matter of fact that teachers quite neglect their own education, in consequence of which their ideas become stereotyped, their notions narrow; all which might be prevented by requiring higher tests of their knowledge of the art and science of education. The law in Germany is, that all teachers trained in Government colleges are bound to return every three years to their college, and stay there four weeks for the purpose of refreshing their former knowledge and undergoing an examination.

17. Experience has taught me that a combination of stipends and fees, if practicable, is preferable to either stipends or fees alone; to the former, because the teacher would in the course of time become wholly indifferent to the increase of his school; to the latter, because very often, without any fault on the part of the teacher, the number of his pupils, and, consequently, of the fees, decrease, by which his independence suffers, and his cares and anxieties are augmented,—causes which often prove the downfall of a school.

VIII.—Results.

18. To prove the beneficial results of education would be to prove the advantages of light over darkness. I may state to the credit of the Jews in general, that the gross crimes of murder and manslaughter are unknown amongst them, that drunkenness, prostitution, cruelty towards husband, wife, and children, are extremely rare, and that cases of larceny, fraud, perjury, &c. have considerably decreased from the time that better organized

schools have operated upon the minds and hearts of thousands of Jewish children. I can testify to the fact that a great many of those who have been trained in our schools have filled and are honourably filling private and public offices, that they have risen in society by their own industry, honesty, and frugality, that they faithfully discharge their duties as Jews, citizens, children, and parents, that they fully appreciate the advantages of education, and that their children attend school regularly. These are the blessed effects of education on the poor.

June 7, 1859.

T. W. Allies, Esq., Secretary of the Catholic Poor School Committee.

QUESTION I.

FORMERLY as clergyman in the Established Church; for the last six years as secretary of the Catholic Poor School Committee, which is the organ of the Catholic Bishops, and intermediate between them and the Government in the matter of Poor School Education. My remarks will chiefly relate to Catholic Schools in Great Britain, while I bear in mind whatever experience of other schools my past life has furnished.

QUESTION I. 2, 3, 4.

I accept the judgment of the Registrar-General, who takes the ages of *three* and *fifteen* as the extreme limits to which the education of the poor may extend, while he "assumes that the school "instruction of a child ought not at all events to be procrastinated "until after five, and that, health and leisure being both possessed, "it ought not to be relinquished earlier than twelve." (Report on Education, 1854, p. xxvi.) Now, bearing this in mind, I was three years ago greatly pained to find the following results stated in Mr. Marshall's report. (Minutes of Council 1855–6, p. 605.) He found in sixteen districts in England and Wales, under Privy Council inspection, comprising therefore beyond a doubt the better sort of schools, the two following results:—I. "That nearly one "half the children in elementary schools are under eight years of "age; and, II. That nearly one third of their number have only "been one year at school." The average for the whole sixteen districts ran thus :—

Under 8 Years of Age.	Between 12 and 14.	Above 14.	Total Attendance.
40·86	8·92	1·68	382,236

And as to the *average time of attendance*, he finds "number who "have been at school one year, 29·35 per cent., number who have "been at school four years, 3·9 per cent." He premises this sad statement with the remark that "it is, I believe, the unanimous "testimony of Her Majesty's inspectors of schools that the average "age of the children frequenting elementary schools, and the aver- "age duration of their attendance, *is rather below than above what it* "*was a few years ago*, and this in spite of all the cost incurred to

"provide them with solid instruction, and all the attractions dis-
"played to induce them to accept it." Well may he remark thereupon, "That the work accomplished in our primary schools "is mainly *infant education*, and even this limited to a miserably "scanty and insufficient period of time;" and so "one is dis-
"couraged from speaking of merely technical matters," and "it "seems a kind of unreality to vaunt the improved qualifications "of teachers, when we have ascertained the character of their "pupils, or to enumerate complacently the ever increasing area "of school buildings, when we know how fitfully and vagrantly "they are tenanted." This is the most discouraging, as it is likewise the best proved statement which I have seen respecting the age of poor school children and the duration of their instruction. It is very nearly borne out by quotations in p. xxx. of the Registrar-General's Report on Education in 1854, from the Rev. R. Burgess in 1842, and again in 1847, and from Mr. Inspector Watkin's report in 1845; yet in his text he says, somewhat strangely I think, that "If we have recourse to the opinions and "experience of able writers and instructors on this point, the "inference seems to be that, while among the middle and upper "classes the average time expended on their children's school "education is about six years, the average time among the labour-
"ing classes cannot much exceed four years." Whereas his own authorities state that "the average does not extend in large towns "and manufacturing districts to more than fifteen months for boys "and somewhat less for girls;" but, says Mr. Burgess, "I have "very little hesitation in affirming that throughout England the "average time passed by the children of our poor and industrious "classes does not exceed two years; and if we confine ourselves "to the populous places, eighteen months will be an ample "allowance under the most favourable circumstances." A true authority says, "That the soul should be without knowledge is not "good." Such a condition of things is far too high a price paid by humanity for the riches and comfort produced by this indus-trialism for the higher classes. In true estimation a soul is equal to a soul, and in this system ninety-nine suffer spiritually for the temporal convenience of one—the ninety-nine of the labouring classes, who live and die in ignorance, for the one of the independent, who reaps the fruits of a splendid civilization. I cannot but think it is both "practicable and desirable" for children of either sex to continue their attendance at school between the ages of five and twelve. There are four things which in that period I would have them taught well, and the nation that really taught its poor children these four things would, I think, discharge its duty to God, as respects the children of the poor. If a poor child could leave school, reading and writing with ease, so that the work should be a pleasant stimulant, not an irksome labour, to the mind; if it should so far master arithmetic as to be able with the same ease to make all calculations which the ordinary course of agricultural, commercial, mechanical, or domestic life requires; and if it be taught its religious belief well and soundly in outline, and with an effect on the heart, all would be accomplished which I think at once practicable and desirable. Probably, as a great help to effect this, the elements of music should be imparted; but I

would introduce nothing which should lessen the time and attention bestowed on these four primary things. Yet the reports just issued speak of *reading* as being in an unsatisfactory state, and that in spite of a great advance in teaching the theory of *grammar*. I entirely agree with that view which considers the important point in education to be *not* the amount of instruction imparted, but the cultivation of the mind itself as the instrument of gaining knowledge. Instruction is like a sum of money given to a child; but a mind made apt to acquire knowledge is like the fabled gift of the Philosopher's Stone; it is the power of turning all you touch to gold. Now, may not reading be made to the minds of poor children what the Greek and Latin languages on the one hand, or the mathematical sciences on the other, have been hitherto in our high education? When I ask for these four things, therefore, it is not a little that I ask; and I much fear the introduction of any matters of taste, which may seemingly extend the circle of the poor child's acquisitions, while it really leaves the most important things untaught.

It is to the half-time system, to industrial training, and to evening schools, that I look, as the best means devised to prolong the period of instruction. In our manufacturing districts the day schools are practically infant schools. "It is evident," says the Registrar-General's Report, "that even the lowest amount of "wages which the child of a labouring man will receive (from 1*s*. 6*d*. "to 2*s*. per week), must be so great a relief to the parents as to ren- "der it almost hopeless that they withstand the inducement, and "retain the child at school in the face of such temptation." Hopeless indeed, for how can we expect from a class labouring for the necessaries of life a greater sacrifice than the professional and independent classes themselves would make, with all the prizes which life offers them for the education of their children. How many clergymen, lawyers, physicians, or squires would pay for each child's schooling a sum forming the same proportion to their whole income, which the 1*s*. 6*d*. or 2*s*. per week bears to the poor man's? The obstacle, therefore, which the demand for juvenile labour causes to the prolongation of the period of instruction, can scarcely be remedied by any appeal to the will of the parents. And I cannot think, viewing the social and political circumstances of this country, that any statesman will think it either just or prudent to impose a law simply making attendance at school compulsory up to a certain age. But some adaptation or combination of the half-time, industrial training, and evening school systems may be devised by those who have large experience in such matters, to extend considerably the amount of time which can be given for the poor child's education. There is no monster, I believe, so utterly savage and inhuman as the modern industrialism which has sprung up in our manufacturing and mining districts. It cares neither for soul nor body, and will listen to nothing but the most material self-interest. But surely such a combination and alternation of handwork and headwork in the poor child's day may be brought about, as would scarcely lessen its powers of production on the one hand, while it would be of the greatest advantage to intellectual and moral progress on the other. I would venture to illustrate what I say by a reference to the old Benedictine and Cistercian

life. Many hours of each day were given under these rules to the hardest agricultural labour, yet time was left both for cultivation of the mind and for devotion. It is notorious that the land surrounding their monasteries often from the poorest became the richest land in the neighbourhood. They became likewise the most distinguished workers in many trades. Now, here I think a wise and cautious legislation might apply a leaf out of their book for the help of our poor children. It would not be tyrannical, nor un-English, not even contrary to the principles of political economy, so to divide by law the poor child's day as to leave time for a large amount of material production, while the child should be treated, not as a machine for winding cotton, but as a creature endued with intellect and will; and which, because its lot is poverty, has not fallen, even in this life, to the hapless portion of the reprobate, nor lost "il ben dell'inbelletto."

I cannot say that I have much opinion of the efficacy of Sunday school teaching. I think lectures and mechanics' institutes of very doubtful service. I never could get much good from a lecture myself, and am not inclined to prescribe for others what has failed in my own case. Free and lending libraries, to do any good, presuppose a state of cultivation in the child, which is the very thing to be attained. Prize schemes and prize endowments, and especially the distribution of minor State appointments on educational grounds, strike me as of very questionable advantage. The latter, especially, would ruin our teachers by operating as a continual inducement to quit their profession.

Question I. 5.

I approve of the payment of 1*d.* weekly by the scholars in the poorest schools, and of 2*d.*, 3*d.*, or 4*d.* in the higher schools; I think this is better for the poor we have to deal with than an entirely gratuitous school.

Question II. 6.

How very far the present state of education, of either sex, in the two most important points of the length of time during which scholars remain, and of their age, is from the standard above defined, the tables taken under Question I., 2, from Mr. Marshall's Report of three years ago prove but too conclusively. I believe there is as yet no tendency to improve in either of these two respects. As to numbers, reckoning that *one* in *eight* ought to be at school, Catholics should have 150,000 pupils in Great Britain under instruction. Last year they had 50,702 under Privy Council inspection. What may be the number of our schools and scholars besides I have no means as yet of knowing. I would make a rude guess and say, they can hardly exceed half the above number of scholars. This would give about 75,000 Catholic scholars in Great Britain, half what there ought to be; the day scholars being usually of a very tender age, and the attendance very irregular. Our boys' schools, uninspected by the Privy Council, I believe to have very indifferent teachers, with the exception of the Irish Christian brothers. Our girls' schools, likewise uninspected by the Privy Council, I believe to be ill-taught; undoubtedly the teachers have not been educated and trained for their work, nor have taken

to it with deliberate choice as their work in life. It follows, of course, in these schools, that the standard above mentioned as desirable is very far from being reached. It would be difficult to value at too low a figure the teaching of those who not only have not been educated for teachers themselves, but have turned to teaching because they have succeeded in nothing else. I fear we have still some schoolmistresses and many schoolmasters of this kind.

QUESTION III. 7.

The deficiencies arise from all six of the causes mentioned.

(*a*) In many cases deficiency of funds prevents schools being established and maintained. Again and again this case comes before the Catholic Poor School Committee. I suppose on an average every other applicant states, "I think my congregation "is the poorest in England:" as will be stated below, their poverty excludes them from Privy Council assistance, and sometimes even when the population is considerable.

(*b*) Undoubtedly the teaching is often deficient and unskilful in our schools uninspected by the Privy Council.

(*c*) Parents who can hardly keep body and soul together by their utmost exertions, feel, beyond a doubt, want of interest in their children's education.

(*d*) In all the manufacturing and mining districts the value of the labour of children reduces our day schools to infant schools. Night schools are largely on the increase, and unless legislation can be applied further on the subject, are looked to as the only resource.

(*e*) Untrained teachers, such as I believe, with few exceptions, have possession of our uninspected schools, of course have no notion of organization. The teaching of such schools would never attract scholars, even if the previously mentioned obstacles did not stand in the way.

(*f*) The social arrangements affecting the condition of our poor may be summed up in one word, Pauperism. Consider the most afflicting circumstances which you know concerning the English poor, and double their intensity, and you will form a not exaggerated notion of the state of the Irish poor in England. These are our people; they form nine-tenths of our population. Nor have we, what some one has called, a "resident gentleman" in each parish, nor anything in our ecclesiastical ministry like what the Rev. Sydney Smith termed a system of "prizes." He would have denounced our arrangement as a series of unmitigated *blanks*, presenting in its barest nudity what he recognized as futile, viz., "the sheep and shepherd" principle. But here, the sheep being as poor as I have described, the shepherds participate in the poverty of their flock. No territorial possessions, powerful connexions, or mixture in education with the aristocracy of the land lend them influence underived from their sacred functions. "To the poor "the Gospel is preached," and *by* the poor. In a vast number of cases they live on a pittance which a butler would scorn, and this, without a chance of richer prospects. Yet to them a large flock of labouring people look for help and consolation. To provide the children of such a people with education is a heavier task, it seems

to me, than was ever laid on any community of similar strength. I speak, of course, of the Catholic body in Great Britain, viewed by itself, as composed of a small nobility and gentry of one blood, with scarcely any middle class, and a great host of poor of another blood, produced by immigration in search of subsistence. To give this population a primary education reaching to the four points I have mentioned above, I consider a work in comparison with which any other political or social object, which Catholics could attain in this country, is absolutely worthless.

Question IV. 8.

During the last six years I have had occasion to watch closely the operation of the existing system of Government aid and inspection in its bearing on Catholic poor-school education in Great Britain. The committee of which I am secretary possesses one male training college, comprising a department of religious and a department of lay teachers, and, as its secretary, I am correspondent of the two female Catholic training colleges; it is in relation with 481 schools, containing 50,702 scholars, 254 certificated teachers, and 780 pupil-teachers inspected last year. It is likewise in relation with a large number of schools throughout Great Britain which are not yet under Privy Council inspection. I have therefore had the opportunity of judging, on a considerable scale, of Catholic poor-school education, both as under Privy Council inspection and as exempt from it. What I state will be the result of personal observation, of intercourse with the Catholic inspectors under the Privy Council, and with the Catholic ecclesiastical inspectors appointed by our bishops for the special inspection of religious instruction in our schools, of intercourse and correspondence with our clergy, who both apply to the above-mentioned committee for building and support grants to their schools, and frequently consult me in their applications for aid to the Privy Council; and of intercourse with the officials of the Privy Council, whom I have often had occasion to visit with reference to the claims of particular schools.

Speaking, then, of the Privy Council system *generally*, with the knowledge derived from the above sources, I feel bound to state, and it is a great pleasure to me to be able to state, my belief that it has been, and is, of the very greatest service to our schools. Reserving certain points, of which I shall speak presently, or under Question VI. 12, I do not think I could well exaggerate the good which it has done us.

First, as to our *Teachers*.

The Privy Council grant has not only helped to build our male training college, but its annual grants largely support it. Our female training school at Liverpool was built at the sole expense of the religious sisterhood of Notre Dame, which directs it, and that of St. Leonard's at the sole expense of the sisters of the Holy Child; but these religious orders were moved to this great act of charity by the knowledge that the Privy Council would grant scholarships and exhibitions to pupil-teachers and others who should be put under their care. Their own time and labour are given absolutely gratis, but the Government annual grant, supple-

mented by a small allowance from the Catholic Poor School Committee, is sufficient to defray the maintenance of the training school. In order to qualify themselves as teachers under the Privy Council conditions, and so to give the schools under their charge the benefit of the Privy Council annual grants, religious of no less than nine different orders have submitted to what is most repugnant to their feelings, a public lay examination, and have obtained certificates. Many of these are ladies of birth and education; in one instance, the daughter of an English peer. The result of this sacrifice on their part is, that a considerable number of our female schools throughout the country are taught by religious under the Privy Council minutes. Those schools are undoubtedly our best, better than those under religious which have not accepted Privy Council inspection. But the more important advantage is, that our two training schools, the nurseries of our lay teachers, are under religious. The result has been most satisfactory. Thus of 39 students at Liverpool last Christmas all succeeded, 27 taking a first and 12 a second class; and of 21 students at St. Leonard's, 11 took a first, 6 a second, and 4 a third class; a success without a parallel in the Privy Council list of that year. The first of these was only begun in 1855; the teachers have since obtained certificates, eight in the first, two in the second class; they are yet fresh to their work, laying the groundwork of a system which is but commencing. Should it happily continue, the progress and development of existing measures will secure for every Catholic female school either the care of religious themselves, or of teachers trained from early youth by religious, and embued, it is trusted, with their spirit.

Our female pupil-teachers amount to 547 out of the total number of 6,351, a proportion of nearly 1 in 11. Only five years ago the sole means we had to train lay female teachers was to make an allowance to two or three religious houses, who received each a few. But there was no common standard, no definite examination to be undergone, no annual maintenance grant. Our male lay teachers were even in a worse condition; for them we had no means of training at all. Our male religious teaching orders could only take novices of their own, and the number of them engaged in teaching not only was then, but is now, far too small for our needs. Our male lay teachers at present are very far from being in so satisfactory a condition as the female; but here, as in the case of the female, I attribute whatever improvement has taken place to zealous co-operation with the Privy Council system, and to the material means which that system has put at our disposal. And this leads me to another point.

Frankly admitting the enormous benefit our teachers have received from their adoption of the Privy Council system, as to training schools, certificates, and pupil-teachers, I must observe that I think its success depends, in a greater degree even than is usual in human things, on the spirit and principles of conduct with which it is worked. Let me illustrate what I mean by an observation made to me some years ago by one of our Catholic Privy Council inspectors. In speaking of the effect of the Privy Council system generally, he quoted the judgment of another, a Protestant inspector, in the following terms: "The more we suc-

" ceed, the more we fail." I asked him to explain. What he said was to this effect. " The higher we raise our standard, the more " accomplished we make our teachers, the greater the thirst of " distinction and advancement in life which we excite. The first-" rate teacher compares himself with the clergyman, and, flattered " somewhat by his self-love, it is not difficult for him to conceive " that in intellect and knowledge he is more than a match for " one so much above him in social position. Has he not passed " an examination the questions of which few young men issuing " from our universities, and probably still fewer members of the " House of Commons, could answer?" In other words, the Privy Council system is one, the primum mobile of which is honour and money. Accordingly we find that under any ordinary master or mistress there is a tendency in the pupil-teacher to become vain and pert, while the effect of the Privy Council certificate is so great on some teachers, who fancy themselves thereby elevated into Government officials, as to be a considerable peril for their humility. In Catholic schools it has required the careful attention and still more the self-denying example of *Religious* to neutralize and subject this strong worldly spirit of the system. Where they were enabled to board and lodge the pupil-teachers during the five years of the apprenticeship, the effect has been most satisfactory, and I think such a plan is needed to give full success to the subsequent training in the college, and to ensure a really good teacher being formed. At our male training school the greatest work of the years of instruction is to infuse a habit of humility, and lead the pupils to a due estimation of themselves. They have generally suffered a process of considerable self-inflation during their apprenticeship.

In speaking above of the training schools and teachers, I have almost answered the question as to the effect produced on the schools themselves by the Privy Council minutes. Of course such as the teachers are, such will be the schools. The improvement in *method* has been wonderful; or rather, where no method existed, a science of method has been introduced. The inspector at his annual visit sees at a glance the defects in the working of the school, and suggests improvements. His visit itself is a spur both to the teacher and the taught. In all ordinary circumstances I should despair of a school being efficient without inspection. The only case I should except is a school taught by religious orders; but they are, in fact, under inspection of their own. Even here, however, zeal and self-denial will not always make up for want of knowledge of method, and defect of training; and I doubt not that the very best schools of our nuns, which owe their success in the main to the supernatural principles carried into practice by the teachers, have yet been very greatly advantaged by the periodical visit of the inspector. I know they would be very sorry indeed to lose it.

The Government system combines religious with secular instruction. That this is the only adequate system of education I cannot doubt, and I express my conviction of it with the more emphasis from what I know of Catholic schools under Privy Council inspection, where the difficulty of certain circumstances has caused this part of the system not to be carried out. Our Privy Council in-

spectors are limited strictly to examine in the secular instruction. The religious instruction is accepted on the word of the Church. Our candidates for certificates, studentships, and scholarships are credited with a certain limited amount of marks for their religious knowledge. It is quite beyond my province to raise the question whether a different arrangement might have been made by the co-operation of the ecclesiastical and secular authorities. As a Catholic, I believe that all religious instruction is the indefeasible property of the Church, and whoever died for that principle would suffer a most glorious martyrdom. But I may be allowed to express my regret at the result in our schools of a division of inspection as to religious and secular instruction. The rewards wielded by the Privy Council system are very great indeed. They are equivalent to success in life to the poor candidate. The inspector's visit is the great day for our schools; the Christmas examination is the crisis in the life of our students; and all this is settled without reference to their progress in religious knowledge. Whether the inspector can feel a strong interest in examining a school, when the whole subject of religious knowledge and the advance in Christian life is carefully fenced off from him, I will not say. For myself I should feel in such a position, that it was playing the Prince of Denmark with the part of Hamlet left out. The *grammar* lesson is at present made a great deal of, and, I believe, with reason; but I ask, of what importance is a knowledge of grammar to a poor child compared with a knowledge of that faith in which he must live and die? And the circumstances of our poor in their homes are in too many instances such at present that the child's only chance of learning his faith is at the school. Outside of the school too often he breathes a thoroughly polluted atmosphere. But when the child is no longer sure of growing up a Christian in his home, when the father and even the mother fail him, how great is the importance of the school. The efficient teaching of religion in the school, and that not only as to *doctrines*, but as to *devotions*, is the child's last anchor in such a state of things, and it is a state so grave that I think it constitutes a new condition of our country; for in a Christian country, when the poor are without religion, it is the last sign of a general apostacy. I deplore, therefore, the fact, that this separation of religious instruction from Privy Council inspection in our schools should even tempt the child to think that religious knowledge is of less value than secular, as the great rewards are given to this latter. It is true that in all the schools taught by *Religious* we have a guarantee that every effort will be made to prevent this result; and ecclesiastical inspectors have been appointed by our bishops, and a reward medal in silver and bronze has been struck by the Catholic Poor School Committee, and placed at their disposal for distribution, their special function being to examine the religious state of our schools. But in this point the force of the system, as modified for Catholics, is against them. If such a disunion is in our case necessary, I deplore it: if not necessary, I think it should be altered. At all events I think the result is a confirmation of the great principle that inspection in religious and secular instruction should go together.

In building grants, the Privy Council have laid down a rule to grant so much to elementary schools, "subject to the condition that

"the grant shall not exceed the value of the local contribution." I do not doubt the wisdom and justice of such a rule in the ordinary circumstances of the Established Church. Where rich and poor exist together in their normal proportion as to numbers, and of the same religious belief, it is fair to test the need of a school by the amount of local contributions offered. Even here, however, the rule has exceptions. It was once my lot to build a national school in a parish where most of the population belonged to the Established Church, yet the three landed proprietors were positively against it, and the farmers indifferent; no local contributions could have been got, and, according to their present rule, the Privy Council would have refused to build a national school in a parish where the people most wanted one, for they could not be surpassed in ignorance and stupidity. But the rule did not then exist, and they made a grant. Now in the case of Catholic missions, no rule more unfair and unjust could even be devised. It would utterly exclude all our most urgent and meritorious cases. We have large populations drawn to particular spots by the rise of certain trades, mines, manufactories, &c.; the Catholics here are "hewers of wood and drawers of water." The priest finds a swarm of children without a school, he sets about building a school; too often he will meet only with discouragement from the proprietors of a different faith, who are making fortunes by the labour of these poor people. There are instances, not unfrequent, in which they try to compel the poor Catholic operative to send his children to Protestant schools of their own, even levying contributions from his wages for this purpose. What does the priest do? Probably he obtains a letter from his bishop stating the urgency of the case, and writes to the small number of distinguished Catholic families known for their liberal almsgiving, to get a subscription; if he is very poor and very zealous, he attempts that last trial of humility, a personal begging expedition. When with the result of his quest he applies to the Privy Council, they meet him with the objection,—You don't want a school, here are no local contributions. So far do they carry their devotion to this rule, and their blindness to the fact that what is just and fair in one set of circumstances, is the extreme of unfairness in another, that they refuse to consider a grant from the Catholic Poor School Committee as a local contribution; that is, a particular mission for ten years has sent an annual collection to this committee. At the end of that time it builds a school and gets a grant from them, a condition being that it should have sent them collections; and the Privy Council determines that this is not a local contribution, and no proof that a school is needed, though the fact that this committee makes a grant is a proof of itself that both our bishops, clergy, and laity think a school is wanted.

I do not think that this rule was made against us, but I do think that it is an instance of a practical unfairness in the Privy Council rules. I am happy to say that I have never known an instance of unfairness in the application of existing rules; that is, an instance of a grant being refused to Catholics under circumstances where it would have been given to Protestants.

But another instance of unfairness in the rule itself occurs to me, which I mention because it has done us great injury.

It will be remembered that the Committee of Privy Council fought a battle with the various religious communities about the

management clauses of the model deed, on the terms of which alone they would make building grants to elementary schools; I believe they succeeded in every case in imposing a managing committee composed of laymen in a large majority. I have seen it lately stated, and I believe it is true, that this managing committee in nine cases out of ten turns out to be a fiction; practically the schools are managed by the clergyman. Our ecclesiastical authorities, after a discussion with the Privy Council which lasted for years, accepted at last a model deed, containing this managing committee (with the reservation of all that concerned religious instruction to the priest), and declared to their clergy that it *might* safely be accepted; but this managing committee involves a politico-religious principle which may not be contrary to the feelings and opinions of Protestants, though many in the Established Church did object to it, but is undoubtedly opposed to the practice of Catholics. It has led the clergy to look with suspicion and dislike on the model deed. The Committee of Council have doubtless a right to see that the national grant, for which they are trustees, is properly laid out; but I submit that it is an act of tyranny to force upon a particular religious community a mode of managing a school which is contrary to all their practice, on penalty of losing their share of a grant raised from taxes which they pay in common with the rest of the people. At all events I find a very calamitous result. Since the model deed has been accepted in 1851 to the end of 1858, I find 105 building grants made by the Catholic Poor School Committee. The Privy Council grant is on an average five times the amount which this committee is enabled by their funds to give, yet of these 105 applicants to the Poor School Committee only 27 have received a Privy Council grant, and 8 now are in treaty for one; for some reason or other, therefore, exactly two-thirds of the applicants to the Poor School Committee have failed to obtain help from the Privy Council. I believe I am not wrong in attributing this failure in very many cases to the dislike entertained to the managing committee of the model deed, an arrangement, to say the least, by no means necessary for the right employment of the public fund.

The managing committee is no doubt in accordance with the feelings and practice of the Wesleyans. With regard to this grant, they are in a somewhat similar position to the Catholics, and they are about two-thirds as numerous in Great Britain. Up to the end of 1858, they had received 79 grants, amounting to 44,828*l.* 10*s.* 10*d.*, against 28 grants to Catholics amounting to 21,462*l.* 11*s.* 1*d.* Here is seen the difference between having a model deed favourable to your practice, and one opposed to it.

I must add that there is, on the part of our clergy, an universal dread of the complexity of the forms and the amount of correspondence to be gone through in order to obtain a building grant. This dread is so great that it is often not thought worth the trouble to obtain a *small* building grant. Those only who know what our clergy go through to raise the requisite funds, can estimate the degree of censure on the Privy Council practice which this involves.

The conditions attending *annual* grants have been accepted with much greater readiness by the Catholic body than those attending

building grants. So far as I can judge, the opinion entertained by those who receive them is favourable to the judgment and ability shown in framing those conditions. I include under this the conditions concerning students and scholars in training colleges, certificated, assistant, and pupil-teachers, book-grants, and inspection itself. The capitation grant was not accorded until it had been long desired. Its extension to Scotland has at length been very tardily promised for 1860. So far at least as Catholic schools were concerned, there was no reason why it should not have been given as soon as in England.

In regard to the question how this system "affects districts of "different degrees of wealth, and inhabited by populations of "different characters," I should observe that it seems to work best, among Catholics, in the great manufacturing districts, where a high rate of wages enables the operative to pay for his children such a sum per week as, together with the teacher's certificate, and the payment for pupil-teachers, and the capitation grant, makes up an income sufficient for the maintenance of a good school. I believe that it fails utterly to reach very poor and destitute populations. The principle "To him that hath shall be given" is carried out so rigorously in all the Privy Council grants, both building and annual, that I think it ought to be inscribed in letters of gold over the Privy Council chamber as their motto. Never has a system been more completely symbolized by a phrase, its virtues and its defects being both bound up in it. Whether they interpret it exactly according to the intention of its Author is another matter. Catholics, as I have stated above, are in too many places simply in the condition of Lazarus, and not even a dog from the Privy Council office comes to lick their sores. Of the truth of this I offer the following illustration. The Catholic Poor School Committee makes yearly grants in support of the schools most needing it. Now I have remarked, year after year, that the schools receiving the committee's grants are, as a general rule, precisely those which do *not* receive the Privy Council's aid. During the last six years it has been my practice to encourage as many as possible of our schools to obtain the annual grants of the Privy Council. The reply has almost always been of one character. "We are too poor to come under Privy Council inspec-"tion; they won't come to us, our school-room is not good "enough; they don't consider it worth while to inspect a small "school, &c." I would not be understood to agree always in the justice of these remarks. By their rules and conditions I feel assured that the Committee of Council has very greatly improved the quality of teaching, the accommodation, and everything that concerns the health and well-being of the scholars in our schools. Still I should like to see a little more condescendence to real poverty. I cannot conceal from myself the fact that the most destitute class of our poor is usually not reached by the Privy Council minutes. As I write, one great exception rises to my mind, the poor school in Charles Street, Drury Lane, to which the Privy Council granted last year 3,000*l.* building grant; but in order to obtain this, 7,000*l.* from other sources had to be raised, and but for the energetic charity of the Oratorian Fathers, assisted by private friends, this would have been impossible. There indeed

the most destitute class of both sexes which can be found in all the Catholic population of Great Britain may be seen under excellent teaching, and receiving large assistance, both for the industrial and the elementary schools, from the Privy Council minutes. But there are great numbers of this class which enjoy no such advantage, because not everywhere are persons to be found in no way locally connected with the population, who will exert themselves to raise 70 per cent. of the cost of building schools, or charge themselves yearly with the task of raising many hundred pounds in subscriptions.

I would offer another illustration of my remark. The Catholic population in Liverpool is better off, and has a fairer proportion of rich to poor than any other Catholic population in our great cities, such as London, Manchester, Edinburgh, Glasgow, &c.: now it is precisely Liverpool which has most largely used the Privy Council annual grants. Again, the London Catholic population is the poorest we have, and it has used the Privy Council grants less in proportion than any other great town.

QUESTION IV. 9 b.

I shall speak of Catholic Reformatories only. The treatment of our reformatories is the result of a legislation later even than the Privy Council minutes, and accordingly, with one exception, where a difficulty has arisen, which I trust is in the way of adjustment, the most liberal policy has been pursued. Catholics have raised considerable sums to provide suitable buildings for reformatories, and have been allowed to put them under the management which they thought would be most effective of the result proposed. In every instance a religious order has been taken. Thus at Blyth House, Hammersmith, the reformatory for boys is under the direction of the Frères de Miséricorde, a Belgian order, which has been entrusted with the public prisons in Belgium, and met with great, even unequalled, success in the famous Pénitencier de St. Hubert in the Ardennes. The Cistercian Abbey of S. Bernard, Leicestershire, has undertaken a large boys' reformatory, against which, after much praise, the inspector, the Rev. Sydney Turner, makes an objection:—"The Fathers act up to the Emperor Napoleon's "description of their order, they eat little and work much; but "they seem to reverse this rule for the boys, who eat much and "work little." At Holme on Spalding, Yorkshire, a boys' reformatory has been placed under the brothers of charity (Rosminians); at Hammersmith, and at Arnos's Vale, Bristol, the nuns of the Good Shepherd have reformatories for girls; others have been lately founded in Scotland. In all these institutions Catholics have acted on the view that the reformation of criminals, being a work of unusual difficulty, requires the most efficacious means to produce success. These means they judged to be the exhibition in the managers of the Christian life in its higher manifestations; that is, in those who, by voluntary self-denial, have resigned the pleasures, and cut themselves free from the cares of domestic life, and renounced the sway of the ordinary motives of praise and profit. They judged that this sort of charity, united with the self-chosen hardness of a penitential life on the part of those set over the work of their

reformation, would tell most on the feelings of the youthful criminal. I believe that experience has fully confirmed the justness of their view, and that these religious teachers do acquire very great influence over the minds and hearts of those entrusted to them. For a full exemplification of these facts in their most interesting details, I beg to refer to Mr. Marshall's Report for the year 1857 in the Privy Council minutes, p. 600–9.

The difficulty to which I have alluded above is this. These institutions have a double character, that of *prisons* and that of *schools*. As prisons, they have been inspected by an inspector of prisons, under the Home Office. As schools, they were inspected by the Catholic inspectors of elementary schools under the Privy Council up to March 1859; but now the inspector of prisons, who is actually a Protestant clergyman, claims to inspect the schools, from which the Privy Council has withdrawn, leaving them entirely under the Home Office. The Catholic authorities have represented that it is impossible for them to co-operate with a system by which their schools would be subjected to the inspection of a non-Catholic officer, and have suggested that a Catholic inspector of prisons for Catholic reformatories should be appointed. As Mr. Sydney Turner reports, that on the 31st December 1858, there were 1,830 boys, and 354 girls in detention in English reformatories, of whom 1,364 boys, and 224 girls were in Protestant, and 466 boys, and 130 girls in Catholic schools, it will be seen that the welfare of no inconsiderable amount of children is at stake. But a great principle is likewise involved, to which homage is publicly professed in this country. I earnestly hope that so great a work of Christian charity may not be stopped by a conscientious objection not being listened to, the whole principle of which has been conceded already in the Privy Council minutes, and forms indeed the basis on which the co-operation of Catholics with that system rests.

Supposing this difficulty solved, I have only praise to give to the just and wise liberality shown in the public treatment of Catholic reformatories.

QUESTION IV. 10.

The facts given above seem to prove that, as regards Catholic schools, the existing Privy Council system has very much stimulated voluntary liberality. I am not aware that any Catholics, either among the clergy or laity, entertain conscientious objections to it. I think some few of the clergy dislike it, but none make it a matter of conscience to abstain from taking part in it. But this opinion rests on the principle of Catholic inspectors, appointed with the concurrence of the bishops, being preserved inviolate. Any attempt, in the smallest degree, to encroach on this principle would put a stop to all co-operation on the part of Catholics. Viewing education not as a giving of instruction more or less complete, but as a moulding of the whole moral and intellectual being, they would consider it not only as a violation of the rights of conscience that a Protestant should examine a Catholic school, but as a sheer impossibility that with the best intentions he could do it fairly. This is inherent in the nature of things; but there are special circumstances, peculiar to this country, which must also be taken into account. In the last ten years, by means of the Privy Council minutes, our clergy and

people have been slowly realizing the fact that the State will not only allow them, but assist them without undue interference, to educate their children in the Catholic faith. But other times are still fresh in remembrance. There is so great a transition from hanging, quartering, and boiling a priest for teaching his faith, on the one hand, to paying his pupil-teachers and making him a capitation grant, in order to assist him in educating his children in that faith, on the other, that if many still doubt whether the Privy Council system be not a deep-laid scheme to enslave and subject, it must not occasion surprise. And it is natural that a jealousy of interference, and watchfulness against a grasping spirit of State control, should exist in the minds of all Catholics.

QUESTION VI. 12, 13.

I would therefore suggest (a) the maintenance, and (b) the further development of the existing system. I consider its fundamental principle to be that of helping the various religious communities to carry on their schools on a more or less uniform system of secular instruction, without interference with their religious belief. In a realm so religiously divided as the United Kingdom, the only fair position for the State to hold is that of even-handed justice towards all religious convictions. In whatever points the present system does not faithfully carry out this principle, I would modify it. Wherever a rule, drawn from the circumstances of a part of the population, is imposed as general, I would relax its application to those parts of the population for which it was not framed. Such a rule, certainly, is the exacting local contributions in all cases as the best test for building grants to Catholic elementary schools. I think that no system of *rating* could possibly be devised which would not issue in the grossest jobbery and in the sacrifice of the rights of conscience of the minority in all parts of the kingdom. I am sure that Catholics, without a single exception, would view such a system with abhorrence, would not only refuse all active co-operation with it, but would offer it all resistance in their power. It would simply be a brand of discord lighted up in the kingdom when we have more than ever need of union with each other, and of that cordial sympathy with the State which is only produced by feeling in secure possession of equal rights and privileges. The voluntary principle, which enters largely and most beneficially into the present system, would be at once paralyzed. The sense which the various religious communities at present have that they are carrying out in their school their own religious convictions,—a sense which is actually the quickening leaven of the school,—would be changed for a distrust full of dispiriting anxiety. Religious unity is a priceless blessing, and a uniform system of education, which is one of its precious developments, has doubtless for every statesman great attractions. It saves a world of cross efforts, and a mint of money; and a ministry of public instruction would find in it a luxurious career of usefulness and power. But religious unity does not exist here, and I trust the people of England will ever reject a simulation of its results in a heathen system which would make religion, the only one great principle of authority, the only thing in the school which should possess no authority. I am supposing, of course, that

a rate would involve the separation of religious from secular instruction, as, for instance, in the United States. On the contrary, treat the various religious communities with one weight and one measure. Establish a few simple rules which shall secure efficiency, and provide against abuse of the public fund, while they leave the religious body full liberty to carry out its own convictions. There will be an enormous gain in the energy and willingness of those engaged in the work and the maintenance of education. Some increase of expense over the cost of a general system there is and must be, but this freedom of action is in perfect unison with the constitution which has worked itself out in England through so many hundred years. Its force lies in individual exertion and self-government—it abhors centralisation—and the education of the poor cannot be an exception to every other great work carried on within it.

And here I may be allowed to express my extreme regret that means were not found to enable the Royal Commission to judge by their own eyes and ears of the state of religious and secular teaching in our schools, more especially in those where religious teaching orders have applied the Privy Council system. Such in London are, for our ordinary poor children, the boys' schools of St. Patrick's under Irish Christian Brothers, and for the very poorest class the elementary and industrial schools for boys and girls at Charles Street, Drury Lane; the boys' conducted by the Brothers of St. Joseph Calasanctius, and the girls' by Sisters of Compassion, under Fathers of the Oratory. An excellent specimen, again, are the girls' schools under Sisters of Mercy at Blandford Square convent. Such again there are in the great cities of Liverpool, Sheffield, Birmingham, Wolverhampton, &c. The greatest favour which the Royal Commission could have done to Catholics would have been a faithful and honest report upon the state of these schools. I am conscious of many deficiencies, especially in our boys' schools, but these deficiencies are mainly such as I should feel no shame in avowing, because they arise from the pressure of very peculiar circumstances. The immense majority of poor Catholics in Great Britain is either of Irish birth or Irish extraction. They have been expelled from their own country by abject want. They have been thrown into a new atmosphere, most unfavourable to their habits and morals. Moreover, the Catholic body in England, possessing a very restricted upper class, and scarcely any of that middle class which forms the great mass of contributors to English charities, has had and has still the most extreme difficulty to procure either men or means for the education of this large mass. This great difficulty is shown in the fact that we have 547 female pupil-teachers against 233 male, our female being in the proportion of nearly 1 in 11, our males of 1 in 33 to the whole number. Thus a male race of teachers not existing was hard to create; the non-existence of an already efficient class making the training of our male pupil-teachers much less effective than it would have been, and so retarding the improvement of the future growth. We have a large number of schools which have been hitherto unable, from poverty and the dearth of good lay teachers, to bring themselves under the Privy Council minutes. The aid these would afford would be of the very greatest service to them.

QUESTION VII. 14.

Of our uncertificated *lay* teachers of both sexes I cannot speak with any confidence as competent for the work of instruction. In all but cases where there is a natural bent united to self-denial, a course of training is absolutely necessary to make an efficient teacher of the poor. Now the above teachers among us have universally had no training. It is sad to reflect on what such teachers were ten years ago. Out of this dismal slough the Privy Council system has raised us. It must be observed that I expressly exclude all teachers being *religious* from this remark; they, of course, were never in such a state. With regard to them I would hazard the observation that the application of their special tradition in teaching, as religious, to the Privy Council system, has produced an admirable result,—a result which the Privy Council system of itself was utterly power ess to produce. And this is what I regret that the Royal Commission has not had an opportunity of seeing.

QUESTION VII. 15.

I have a very high opinion of the training given to masters and mistresses in our normal schools. I think, nevertheless, that the Privy Council system is in danger of setting too high a standard. If our Catholic children were to leave school good readers, good writers, good arithmeticians, the girls good needle-women, and all well grounded in the principles of their faith, I should think that a great and glorious work had been accomplished, a work which no age and nation have yet seen. But let any one look over the examination papers, and judge whether they are constructed to produce teachers who should aim at this standard and be well satisfied with it. Will teachers, themselves highly accomplished, rest contented with the task of instructing children scarcely beyond the age of infants, in these primary but most necessary matters? On the fall of Louis Philippe the country schoolmasters were found in large numbers in the ranks of the insurgents. Their work had become to them odious, their social position and task of instruction bearing no due proportion to the intellectual faculties which had been overstimulated by their education. It is in accordance with this fact that I find an opinion just put forth by Privy Council inspectors that they have found holders of the third-class certificates the most effective teachers. It is, however, a comfort to reflect that there is a mighty difference between the standard suggested by the answers and that suggested by the questions; otherwise we should be in danger of having a race of poor school-masters and mistresses too accomplished to form our houses of legislature, and so the anathema might ensue that the tail should govern the head.

I believe the state of our training institutions is most satisfactory. Our female teachers are perfectly satisfied with their profession and social position; our male require a larger remuneration, and must certainly soon obtain it.

QUESTION VII. 16.

I have already stated my belief that the good result of the pupil-teacher system entirely depends on the joint influence of the

clergyman and the teacher, and the amount of supervision, and the principles of action which these bring to bear on the pupil. In neither sex, I believe, will they turn out well, if they simply attend school and receive the amount of special instruction required by the rules. Their own moral formation is the one thing needful; the instruction which the rules require is by no means sufficient for this; does not even tend towards it; besides which, a notion of their own importance, from the early authority given to them in the school, demands special counteraction. With this limitation I think it is the best scheme which has been devised for creating a race of teachers. Among us it has given occasion to most admirable acts of kindness and charity, which, but for the material aid supplied by this system, would not have found subjects to work upon.

In conclusion, let me refer to two admirable articles on "l'Édu- " cation populaire en Angleterre," contained in the " Corres- " pondant," May and September 1856, by M. Lorain. The opinion of one perfectly familiar with the state of popular education in France is worth knowing, as well as the judgment of a sagacious foreigner on a system which he has studied as a whole. I desire to acquiesce in his conclusion, which runs thus:—

" En résumé, l'Angleterre accomplit rapidement un grand travail. Elle avait trouvé, en 1839, ses écoles moins défectueuses, il est vrai, que les nôtres en 1833, mais avec des analogies frappantes. L'insouciance des familles pour l'instruction de leurs enfants, l'indignité des locaux, le pénurie des livres, l'insuffisance des méthodes; mais avant tout la déconsidération et l'incapacité des mâitres s'opposaient à tout progrès. En quinze ans, *sans autorité officielle et sans aucune contrainte*, le Comité d'éducation du Conseil de la Reine, par un respect absolu pour les principes des diverses communions religieuses qui se partageaient l'instruction, par une inspection soigneuse et éclairée, par des subventions bien placées, un plan bien arrêté, et suivi avec persévérance, a commencé à régénérer l'éducation des classes pauvres. De bonnes maisons d'école se sont élevées de toutes parts, l'institution des élèves-maîtres, les avantages attachés au certificat de mérite, l'augmentation des salaires, ont fait à l'instituteur une place honorable dans les professions libérales de son pays. L'enseignement s'en est aussitôt ressenti; la discipline moins rude et plus efficace, le cadre des études agrandi, leur niveau relevé avec l'instruction des maîtres, l'esprit libéral du Comité d'éducation se prêtant à varier les formes des écoles pour complaire au vœu des populations, ou satisfaire à des intérêts respectables, tout cela a opéré, dans une grande partie du pays, une réforme prompte et sûre. Cette réforme n'attend plus, pour être complète, qu'une disposition legislative qui range, à leur tour, dans cette harmonie générale quelques provinces réfractaires, quelques centres d'industrie restés jusqu'à présent en dehors du grand mouvement imprimé à l'enseignement élémentaire.

" L'Angleterre, par cette réforme, n'a pas seulement consulté ses intérêts, elle s'est fait honneur. Tout homme et tout pays qui fera faire un pas à l'éducation populaire aura bien mérité du genre humain."

July 25, 1859. T. W. Allies.

Mr. Moses Angel.

Preliminary.

1. What opportunities have you had of gaining experience as to the state of popular education? To what localities and to what descriptions of persons does your experience apply?

I have been engaged in the Jews' Free School for nearly twenty years. During that period I have visited some of the principal elementary schools in London. The locality which is most familiar to me is Spitalfields. The children whom I know best are from all parts of London, and are the children of small tradesmen, artisans, pedlars, hawkers, and persons depending almost entirely upon charity.

I.—Standard of Education.

2. Up to what age do you consider it practicable and desirable for children of either sex to continue their attendance at school during the whole or part of the year, season, or day, regard being had to their parents' means of supporting them, and to the necessity of their thorough instruction in their future occupation, agricultural, commercial, mechanical, or domestic?

I believe that there is so great a difference between the practicability and desirability of school attendance that no system of education can be successful which does not, to a great extent, harmonise them. In my experience, the *practice* has been to remove the generality of boys at 11 years, of girls at $10\frac{1}{2}$ or 11 years. Children so removed have acquired but the very elements of education; and, as their removal has arisen from the *want* or *value* of their services (in the case of boys, the want, because of their wages; in the case of girls, the value, because of their nursing or cleaning capabilities), there is little probability of their improving sufficiently afterwards to qualify them for the proper discharge of their duties as adults. It is by all means *desirable* that boys should remain in school till 14 and girls till 13 years of age, if any successful attempt is to be made to instruct them thoroughly up to the level of their future powers of usefulness or inefficiency as self-supporting or parasitical members of the community. But here the inability of parents to maintain children in what to them is idleness, because it produces nothing, steps in to oppose desirability. What, therefore, seems all essential to me is, to find some means to render parents willing to sacrifice the services of youth so tender by enhancing the value of education to those children who remain at school till a more advanced age. With girls this may be difficult, because there are few means of employing them; with boys there should be no insurmountable obstacle. Whereas now it is impossible to urge a parent to allow his son to remain in school till 14 if he (the parent) can show that the ignorant boy at 11 can earn as much as the intellectual lad of 14, and that, during the three necessary years of transition, he loses three years' wages without the prospect of any atoning ulterior advantage. If under this question

it is not inappropriate to refer to school hours, I would point out that my experience shows me a great disadvantage and loss of time in the present ordinary way of dividing the day; say, from 9 till 12, and from 2 till 5. First, two hours are lost to teachers and pupils; secondly, children get into the streets to play, and are unwilling to return to afternoon duties. Hence the afternoon attendance is always considerably less than that of the morning. Teachers eat, perhaps, a hearty dinner, and feel a natural tendency to luxuriate after it. Hence their energies are relaxed, and additionally, too, from the absenteeism before noticed. I far prefer the six hours consecutively; say from 9 till 3, with perhaps a little allowance for luncheon, to be economized out of the time saved from the extra muster and dismissal required for the divided attendance. [The instruction of pupil-teachers could closely follow the termination of school, and thus the duties of the day would end at $4\frac{1}{2}$ or 5, leaving ample aftertime for recreation or reading.]

3. What amount of education, religious and secular, could children of either sex be reasonably expected to obtain in the period which you have specified, and of what should it consist? How far do you consider it desirable to include music, drawing, and other matters of taste in the course of popular instruction which you would wish to see adopted?

There seems little reason to doubt, that if children remained at school respectively till the ages of 13 and 14, boys at 14 might possess the following amount of knowledge:—

English history well known; general history tolerably so; geography well known, more particularly the political, productive, and manufacturing condition of countries (say, after "Cornwall"), and the physical condition of the earth (say, after "Sullivan").

Grammar well enough to parse fluently, to read intellectually, to write correctly.

Arithmetic sufficiently to apply to all practical purposes; elementary mathematics proportionate to the taste displayed, or to the probable want of them in a proposed future pursuit.

Social economy, as a most important element, sufficiently to understand, appreciate, and apply the general laws which relate to man's connexion with man as capitalist and labourer, as master and servant; which govern capital, wages, monopolies, rent, price, &c.; which regulate taxation, direct and indirect, exports and imports, agricultural and manufacturing interests, &c.; which practically inculcate honesty, industry, skill, sobriety, and economy as opposed to dishonesty, idleness, riot, and waste, by showing that the former qualities conduce not only to individual happiness and well-doing, but to the general prosperity and well-being; which train boys to aspire to be rich, not so much because riches should be the aim of their life as because, in the endeavour to acquire them, they will be forced to develop those qualities which keep publichouses, workhouses, and prisons empty, and which therefore fill schools, places of worship, and literary associations; those laws, in short, which make men useful, productive, and well-informed citizens, and by consequence God-fearing, because fellow-creature, loving members of society.

Physics, in so far as relates to the primary laws of matter and motion; the air and its phenomena, including ventilation; fluids and their properties, with reference to drainage; physiology, as regards digestion, respiration, &c.; heat and its phenomena.

Natural history, in so far as relates to the principal animal, vegetable, and mineral productions; a knowledge of the most important articles of manufacture.

Religious information enough to produce those practical virtues which bless society, such as charity in thought and deed, tolerance, sympathy, belief less in the dogmas of sectarianism than in the beauty of all God-worship; a superstructure, in short, rising from this foundation—that an Eternal, Almighty, All-merciful, and All-perfect Being placed man in this world to perfect his own happiness through piety to Heaven and charity and love on earth; that to this great end less theory is necessary than practice, for that what man has to do is, to strive, humbly, but earnestly and faithfully, to imitate the qualities which God Himself displays for man's example, and, instead of wasting his time in quarrelling about *ways* of belief, to occupy it in showing what great qualities belief can produce.

Biblical history well known.

[In Jewish schools the study of Hebrew would have to be added. I know schools, also, in which French and German have been taught with very little additional expense.]

For girls the standard should be lower, especially in arithmetic, social and physical science; but cutting out, sewing, and household work should form an essential part of their teaching, and, where practicable, domestic economy should be superadded. [I know an instance in which the duties of the laundry and the kitchen are introduced without much loss to the intellectual development.]

Music, drawing, and any art which, by cultivating the taste, refines the character, may fairly claim to be introduced into an extended system of education. It is a question, however, whether, being the luxuries of learning, they should be permitted to interfere with the necessaries, or whether, like the "added pudding," they should not form the treat for holidays. I would myself make the acquirement of any accomplishment the occupation for half-holidays, because I think the ordinary school-hours can be employed more *usefully*. This plan would have the additional recommendation of ensuring *proper* amusement for leisure hours. I always object to my pupils playing at marbles, buttons, or any game which fosters a spirit of acquisitiveness.

4. Will you state your opinion as to the respective advantages and disadvantages of the following methods of prolonging the period of instruction, and ensuring the permanence of its results with respect to each sex?
   - (a) Sunday schools.
   - (b) Half-time systems.
   - (c) Industrial and domestic training.
   - (d) Evening schools.
   - (e) Lectures and mechanics' institutes.
   - (f) Free and lending libraries.
   - (g) Prize schemes or prize endowments.
   - (h) Distribution of mino Sstate appointments on educational grounds.

(a) I am not an advocate for special Sabbath schools. I believe that there may be such a thing as too much religious teaching, and that children, far from enjoying the mental rest which the calm of the Sabbath ought to give, may come to regard the confinement of divine service and school as so irksome that what should be the most delightful becomes the most troublesome day of the week. Besides why inflict on children a penalty which does not attach to adults? If education can ever be made to produce its proper results, the fireside reunions of the Sabbath must prove no small element in social regeneration. Parents, themselves trained through religious teaching and the doctrines of social science to the proper discharge of their duties as citizens and as parents, will be glad on that day to inquire into the progress of their children, to test their capabilities of mind and morals through unrestrained conversation, to encourage the diligent by a kindly word, a health-giving walk, a pleasurable visit; to enforce with all the weight of parental authority the doctrine and discipline of the schoolmaster. And this will be a far more effectual Sabbath training for children than all that the school could do, because it would come to them in the form of voluntary obedience, and not in that of constrained attendance.

It occurs, somewhat curiously, that although a Jew, I have had many opportunities for knowing Sunday-school teachers; and while for many I entertain much respect, I am no less bound to say, that, as a body of men, I know none to whom I should feel less disposed to entrust the proper education of children. They are mostly narrow-minded, bigoted sectarianists, as incapable of instilling that universal charity and sympathy which should permeate all true religion as they are wilfully blind to all moral excellence without the pale of their own peculiar creed. I say this the more regretfully, because while I have not the slightest reason to doubt their sincerity and their conviction of the truth of their views, I have the gravest cause to believe that their teaching can only tend to perpetuate the unhappy distinctions which alienate men into parties.

(b) The only arguments that have ever obtained with me in favour of the half-time system are, first, a little education is better than none; secondly, it is better to guide a torrent that you cannot stem than to permit it to rush impetuously over everything in its way. Therefore, if the necessities of parents will claim and exact the services of children, even half-time may undo some of the wrongs which the premature intermixture of tender and inexperienced youth with discontented, ignorant, and ill-conducted men and women must produce.

(c) I have always supported the plan of industrial and domestic training. In the case of boys it might, under judicious management, be made the means for continuing a boy's teaching till he stepped, a perfect man, into the arena of life. In this case, however, there would be one great disadvantage in the total want of that worldly knowledge and experience which nothing but actual practice can give. Another disadvantage would be the narrowness of the limit within which the industrial pursuits would necessarily be confined. I never admired those institutions in which boys are taught the outlines of those handicrafts which may be necessary

for supplying their personal wants; *e.g.*, tailoring,* shoemaking, and the like. Who hunts two hares will not catch one, and will lose the other. The mechanic who is skilful at his particular vocation will better be able to afford to pay an artizan to do the work he requires than to sacrifice his own earnings by doing the job himself. I do not know much of agricultural districts, but I should think that an agricultural school might succeed where an ordinary industrial school would not. Industrial schools, too, always leave unprovided the large class of wants supplied by porters, footmen, coachmen, &c.

Domestic training for girls, who are one day to become mothers of families and mistresses of homes, cannot be carried too far. Every young woman is the better for knowing how to mend, wash, make, clean, scour, polish, cook, &c. No lady needs to be ashamed to know how to tell when such labour is properly done. Besides, the circle of female industrial occupation (extra domestic) is contracted, and the work ill paid, and even those within it are often called on to perform some of the operations above quoted for themselves. Hence, while girls are acquiring a knowledge of domestic economy they are not losing time which they can ever care to employ more profitably.

(d) Evening schools have not any disadvantage that I know of except that, in many cases, the pupils do not begin to attend them till they have forgotten all they learned as children; and when they do attend, they do not stay long enough to ensure anything like a permanent improvement. I believe that the value of all kinds of schools must depend on the success with which children shall be instructed in moral and social science, this being (except reading, writing, and a little arithmetic) almost the only branch of knowledge taken into the actual business of life. What becomes of all a boy's Euclid, algebra, physics, &c. after he has laboured for seven years at a mechanical occupation, which has prostrated his body so much during the day as to leave him little inclination for any pursuit in the evening more studious than the perusal of a newspaper or light publication? I have known music and drawing to answer admirably at evening schools.

(e) Lectures and mechanics' institutes are valuable adjuncts for the promotion of adult education. Lectures may be a little too erudite or a little too flashy, and mechanics' institutes may be managed by a narrow-minded policy, but they are vast improvements on the tavern, the billiard-room, the cheap theatre, and the casino. Young men had better meet young persons of the opposite sex whom they believe to be respectable, because they are assembled for the cultivation of the mind, than find themselves associating habitually with females whose presence is no restraint on the deterioration of the morals. The great objection to these institutes is the tendency they give to people at all socially inclined to indulge in company-keeping, and, thus, in extravagant habits. They do also sometimes convert half-educated men into ill-formed politicians (and, therefore, generally revolutionists, or at least democrats), or

* I never found much real skill in artizans so trained: 1st, because the trade masters have been very inferior; 2dly, because the inducement to excel, and so to obtain custom and success, is wanting.

dogmatic, and even pragmatic, schoolmen. In the former case, they prove an injury to the state; in the latter, to the future good training of a family, and consequently also to the state.

(f) Free lending libraries, if proper care be exercised in selecting the books, must prove beneficial, even with the risk of converting a few young men into dreamers, and a few girls into slatterns. I have known them to cultivate a taste for a better class of reading than Ainsworth's "Jack Sheppard" or Reynolds's prurient publications, in cases, too, where such works had already acquired influence. There are minds so constituted that reading is a necessity to them. They seize everything in the form of type that comes within their reach; and, just as fire, wanting oxygen, will draw it from the chimney (smoke and all) if the room fail to supply it, so these minds *will* have their reading, even though the intellectual smoke cloud the supply.

(g) If by prize schemes is meant the inviting of adults to compete for premiums for intellectual superiority, there seems little objectionable in them. I should be disposed, however, to think that they are more applicable to country than to town districts, and better likely to succeed there. For large communities I far prefer—

(h) The distribution of minor state appointments on educational grounds, or any other analogous scheme which will hold out inducements to parents to continue children in school long enough to complete their education. Referring to Question 2, I repeat that the great obstacle to the practicability of educating boys beyond 11 years of age is the fact that their parents require their earnings, and schoolmasters can promise nothing equally remunerative. For this reason I have always encouraged funds for apprenticeship, premium-clerkships, &c. for the boys under my control; for I have found them tend more than anything else to keep the lads in school till 14. Now the state has gigantic means for applying this scheme. The dockyards, custom-houses, public-work departments, and a host of other places could absorb some hundreds of deserving lads annually, and to this end I would, in the cases of mechanical employments, suggest apprenticeship as part of the plan. What parent would not suffer the privation of maintaining a hungry but profitless son from 11 till 14 if he had the almost certain assurance that, the boy deserving, he would thereafter secure not only a higher walk of life, but a better paying one. The addition of India to the Government resources has opened another immense field for this system. Not to dwell at length on the subject, I would sum up by saying, that, believing, as I do, that the welfare and prosperity of a nation must depend on the mental, moral, and industrial excellence of its people, and being convinced that this excellence can be attained only through education properly given during at least a certain number of years, I earnestly recommend this distribution of state appointments as the most powerful lever that any Government can employ for securing the training of the people, and thus the well-being of the state.

5. Should education be supplied to the poor gratuitously, or should it be paid for by them partially or entirely?

I do not like gratuitous education, because I have found people disposed to slight that which costs them nothing. In my school, children

pay, or are supposed to pay, 1*d.* per week; *they* attend most regularly who pay most regularly, and I can almost invariably trace a boy's progress through the various classes by a reference to my pence-book. On the other hand, I believe that it would be an impossibility to make the poor pay for their education, that is entirely, because either their means would not enable them to find the necessary charge, or the teachers must be so badly paid that none but inferior persons would be obtained to fill the position, and the education, consequently, would not be worth even the little paid for it. Paying even a small fixed fee renders parents more independent than pauperizing them by nonpayment. Children respect their homes more who know that everthing there is earned and paid for; this respect engenders self-respect, and this leads oftenest to those exertions which convert honest industrious youth into successful manhood.

II.—Actual State of Education.

6. How far does the present state of the education of children, of either sex, in the districts and classes with which you are acquainted, come up to the standard defined by your answers to the preceding questions? What is the nature and extent of any Deficiencies which may exist under any of the heads specified in them?

Connecting the educational status of Jewish children especially with the answers under the last head, I am bound to confess that the standard of education by no means, as a general result, comes up to that laid down as desirable; there have been children under my care who have reached all that I have quoted in answer No. 3, and of these several are now filling respectable positions in life, and are supporters of the institution to which they owe their training. But there exist many reasons why every child attending the Jews' Free School should not attain the desired standard; some of these reasons are peculiar, and may deserve attention.

(1.) The Jewish community in London is subject to a large annual and increasing influx of foreigners; these, besides their most abject poverty, bring with them the vices, prejudices, and ignorance peculiar to their condition; the general standard of their characters being, that they leave Poland, Holland, or Germany without any means, and arrive in England with the hope of providing for their families by charity; their children are sent to school, in most cases, less to learn than to obtain clothing and food (often distributed at the Jews' Free School); they attend irregularly, and being totally unacquainted with English when they enter the school, they seldom acquire enough knowledge to fit them for any but the elementary classes. Besides this, the unfortunate social condition of their parents, the indifferent home-training they receive, and the demoralizing effects of their begging livelihood, all contribute to render them peculiarly unimpressible to the benefits of education, and little likely therefore to profit by it advantages.

(2.) Jews, by their religious and social distinction, are exceptionally placed in regard to business; their religious scruples compel them to abstain from labour on Friday evenings, Sabbaths, and festivals, say about one-fifth of the year; this respect for social laws induces them to refrain from their occupations on

Sunday, thus they lose about one-third of the year. Hence, few Christian masters will take Jewish apprentices, and the circle of Jewish trades is contracted, because of a Jew's inability to compete againt men whose hours of work are so many more than his own. Hence too, the Jewish artisan or tradesman earns less than the Christian artisan or tradesman, and hence arises a greater necessity for the earnings of children; thus Jewish children are often withdrawn from school at 9 or 10 years of age; and even while supposed to be on the school books, they are so often kept at home to assist at some domestic or industrial labour, that they benefit but little by education.

(3.) The study of Hebrew is a necessary part of Jewish education, and as according to the manual of the Jews' Free School, nearly half the ordinary school hours are given to this particular subject, much less progress in English can be made by boys of average abilities. In the face of this, Her Majesty's inspectot has more than once declared that the proficiency of the highesr class in my school seemed in no way to suffer from the extra study; hence, I infer that this obstacle affects only the proportionate number of scholars who rise, and not their scholarship. [See printed examination paper herewith sent.]

Generally, I may say, that I am acquainted with very few Jewish youths of either sex who cannot read and write; the majority of exceptions are of the foreigners before mentioned. All Jewish men (women less so) can read their prayers in Hebrew. As regards grammar, geography, history, &c., the amount of knowledge is limited, because of the early withdrawal from school, and of the peculiar domestic and industrial avocations. Jewish girls are generally very domesticated, they know how to cook and clean well, and are tolerably fair needlewomen; again the exception are the foreigners.

Four evening schools are doing successful work in London in removing some of the ignorance of Jewish adults, and in restoring to young men and women the forgotten lessons of their earlier years; the same number of Sabbath schools exists, but I am not so sure of an equivalent success.

Social economy, as a distinct branch of study applicable to the formation of character and habit, is but just being introduced into Jewish educational schemes; I anticipate very favourable results from its adoption.

III.—Causes of Deficiency (if any).

7. What are the causes of these deficiencies? and in particular, how far may they be attributed to—
   - (a) Want of schools, whether arising from the deficiency of the funds necessary to establish and support them, or from other causes.
   - (b) Deficient or unskilful teaching, or bad choice of the subjects taught.
   - (c) Want of interest on the part of parents in their children's education.
   - (d) Value of the labour of children, inability of parents to pay school fees, or other economical causes.

(e) Bad management or bad organization of the schools.

(f) Laws or social arrangements affecting the condition of the poor.

(a) Want of schools among the Jews of England has never been the cause of any deficiency in their educational condition. Some Jewish schools date almost from the time of Cromwell. The Jews' Free School has been in operation over 40 years, and its managers have long undertaken to supply with education every Jewish child who asks it at their hands. Two similar establishments (on a smaller scale) exist at the west end of London, and there is certainly therefore accommodation for all who desire to learn.

(b) In times past, perhaps, Jewish schools, like Christian schools, suffered both from deficient and unskilful teaching, and from the bad choice of subjects taught. The progress of education as a science, the enlarged ideas of school managers, and the improved condition (intellectually and professionally) of school teachers, have all contributed to forward Jewish schools. In the choice of teachers too, Jewish schools have an advantage, inasmuch that they not only employ the best Jewish teachers that are to be had, but they select also the best Christian teachers, only requiring of them non-interference in the religious element. Another circumstance has also contributed to the special advantage of the Jews' Free School, viz., when the managers placed the school under inspection, and thus created a staff of pupil-teachers, they felt that the time would arrive when some provision would have to be made for these youths beyond that involved in their arrangements under Minutes of Council. This necessity was to arise from the fact the Queen's Scholarship, and the consequent exhibitions at training colleges were not open to Jews, because of their religious requirements. Accordingly in 1857, when the first pupil-teachers' indentures expired funds from private sources were placed at the disposal of the head master to enable those pupil-teachers to enter as students at University College, to engage for them a high-class classical and mathematical private tutor, to supply them with means for studying French, German, and Hebrew, and to furnish them with every book that their curriculum could possibly require. Meanwhile they were engaged as articled teachers in the Jews' Free School, and were thus also under the supervision of the master to whom they had served their apprenticeship. The same plan has been since continued and extended, and a staff of officers is thus being created (to have certificates under Minutes of Council and degrees in arts), who will bring to their vocation abilities of a high order, knowledge to an extensive degree, and that practical acquaintance with the world and with their fellow-creature, which the training college could never give them.

(c) To a certain extent Jewish parents have never been indifferent to the education of their children; perhaps not one parent in a thousand has so far forgotten his duty as to neglect having at least his sons taught Hebrew, as the language used in the synagogue. At the time (within memory) when the English language seemed to contain no epithet too harsh for intolerance to

level against Jews and Judaism, it was scarcely to be wondered at that ill-informed Jews should find little pleasure in its study; but with the diffusion of general information has come a better spirit on both sides, Christians forbear from insulting allusions, dictionaries no longer perpetuate a prejudiced accusation, and not only do English Jewish parents (as a body) take deep interest in their children's English education, but even foreigners are improving in this respect. There are, of course, exceptions, but they are rare, and are becoming rarer. Twenty years since the Jews' Free School did not contain 600 children, it now has 1,750, an increase far beyond the proportionate increase in the Jewish population.

(d) Perhaps no cause of deficiency presses so urgently as that involved in the value of the labour of children. Of the large number of foreign immigrants, few know any trade; of the native Jews, many, for reasons before stated, (actual state of education,) do not learn any business; the consequence is, that the majority of both classes become hawkers, and not only earn little, but have a prospect of earning less, because of the overcrowding of the craft. Hence the value of children's labour, either as assistants in carrying packs, &c. (thus causing absenteeism during nominal school years), or as principals on their own account (thus causing early withdrawal from school). There are large classes of boys who never enter the Jews' Free School from Thursday morning till Monday morning, thus losing half the week, and there are hundreds of children under 11 earning something to assist the family.

(e) (f) The preceding answers render all reply under these heads unnecessary.

IV.—Character of the existing System of Government Aid and Inspection.

8. The Government at present makes grants in aid of various elementary schools and training colleges out of the general taxation of the country, requiring, on the part of those who receive them, the fulfilment of certain conditions (especially the combination of religious with secular instruction and proportionate local subscriptions), and reserving to itself the right of inspecting all schools so assisted.

What is your opinion of this system pursued at present in relation to—

(a) Pauper schools?

(b) Reformatory schools?

How would you provide for the education of children of paupers and criminals, or of the deserted and destitute children?

I think this system wrong at its very foundation, (1) because to insist on religious instruction (as generally understood) is to render almost every school sectarian, and therefore uncharitable and unjust; (2) because to require proportionate local subscriptions makes the rights of the people to education partially dependent on the liberality of those over whom they have no control; (3) because, on a broad principle of justice, the burdens

of the country pressing equally, or at least proportionately, on all classes and all sects, it is not fair to restrict the privileges conferred from the revenue of the country; (4) because it is not the function of the state in any way to coerce the sacred rights of conscience.

Some years since I published the following remarks on inspection, I reproduce them here, because I see no reason to modify them:—

"It had long been a recognized principle of civilization that the wrongs of the individual were the injury of society; more recently it was admitted that Government, which exacted the penalty for crime, was equally bound to supply means for its prevention, just as now it is maintained that appliances to ward off the attacks of epidemic diseases are more essential to well-being, than the appointment of boards of health after plagues have supervened. Notwithstanding the assertion of dreamers* that a state of semi-barbarism was less antagonistic to happiness than a constantly refining civilization,—in spite of the arguments, based on the acknowledged fact, that the higher the intellectuality the more systematic and debased the criminal,†—it was admitted that education, in the broadest sense of the word, was the most efficacious remedy against evil doing; and hence that education, which should reach all classes, was the business of every well-conditioned government. The following state of things then became patent;—popular education in primary schools was in the hands of individual bodies, each of which maintained its own institutions for the promulgation of its own peculiar views.

"The British and Foreign School Society require no religious tests—taught no religious dogmas; it demanded only the reading of the Bible. But this very principle of latitudinarianism, which was a high recommendation to some, was an especial objection to those who opined that no education could be complete which had not for its basis religious doctrines.

"The National School Society provided most efficiently for the opponents of the British system, so long only as they were members of the Established Church. Dissenters of all kinds sought and filled their own schools, and in process of time every sect had its nurseries, wherein faith and prejudice, tolerant theory and intolerant practice, were cotemporarily instilled.

"This division of interests necessarily entailed a separation of means; the office of schoolmaster was consequently ill-paid, therefore ill-filled, as unworthy the notice of properly-qualified men. Lancaster and Bell,—at once to supply education and to meet the necessity of the case, cheapness; but still education, in so far as reading, writing, and arithemetic were concerned,—devised the monitorial plan, and schools were set to work under the rod or the kiss, according to the bias of the master who happened to hold the management. It must be borne in mind, that this took place during a state of war, when bread was dear and taxes high; hence, perhaps, they who supported the new educational movement did all their means would admit. Nor must it be forgotten that, knowledge being so little diffused among even the middle classes, it was hardly

* Southey's "Colloquies." † Bulwer Lytton's "Lucretia."

fair to call upon school managers to provide masters whose erudition should shame that of their employers, or to instruct their social inferiors to be their intellectual superiors. Now, it will be understood why schools for the humbler classes were little better than tidy barns; places with stone floors and rough or whitened brick walls, ill-ventilated, and worse warmed, wherein hundreds of children picked up the scanty crumbs dropped from the meagre store of the master, through the medium of some dozens of marble-playing monitors. Books were a luxury beyond the hopes of these neophytes; sheet lessons mounted on boards, and consisting of interminable columns of words for spelling or of the simplest sentences for reading, supplied all their little wants. Parched indeed was the fount which was to slake their thirst for knowledge. And the master, the man to whose care so many hundreds were to be trusted, what was he? Worth his little hire, perhaps, but certainly that was all. Some bankrupt or unsuccessful tradesman; some half-skilled mechanic; or the fool of a family, unfit for anything else; these were the antecedents of a vast majority of masters. While a boot that required mending must be given to an artisan who had duly served an apprenticeship to the trade,—while even a domestic servant, whose highest office was to clean the furniture, must needs bring a character for experience,—the schoolmaster alone wanted no training, he could jump ready made into his desk; he could wield a cane, read the Bible, and "do summing;" and as to all the other unimportant qualifications, what could be expected for 50*l.* a year? Mental culture and moral training were alike ignored; children learned to read without gathering an idea; and the words of Holy Writ or of profane authors fell on leaden ears, or chilled unresponding hearts.

"Pestalozzi took the first great step towards improving the condition of things by the introduction of object lessons. This method of teaching was destined for abler hands than those into which it originally fell; with those it degenerated into a mere catalogue of oft-repeated qualities: and although the eye as well as the ear came to be familiar with common things, it was simply with their externals, with their nature as distinct objects, and not as parts of one harmonious creation. How could it be otherwise with teachers such as before described? The object lesson was drilled into the same objectless list of names that had previously been called the spelling lesson.

"The second stage of educational development was the substitution of books for sheet lessons, originally of the simplest characters, the Vyse and the Mavor, or the Walkingame or the Goldsmith, they gradually, and by almost imperceptible degrees, ascended to the more intellectual portions of knowledge; and, if they became too superficial, it was less, perhaps, because the writers were themselves incompetent to better things, than because in the desire for condensing and cheapness, too much was attempted in too little space. While Blair and Platt had a class-book that cost shillings, and was, therefore, unavailable, the Borough Road or British School Society issued their volumes at a few pence, and the Irish Commissioners published their works even more cheaply. Now it was that the utter want of a proper staff was felt. The first generation of schoolmasters had passed away, but their successors were

little better than themselves. The monitorial system, that cheap method of imparting the least possible amount of information to the smallest number of pupils in a large school, had served its purpose, in so far as regarded reading and writing, but there its beneficial operation had ceased, and its evil tendency commenced. Attracted by the glitter of a little brief authority, by communications with patrons of a higher order, by the scope for selfishness (always predominant in ill-regulated minds), afforded in the petty tyranny of the school-room—the grubs had passed into butterflies; in other words, the monitors had become masters, and although they brought to the fulfilment of their duties little more real knowledge than their instructors, they at least had the advantage of better habits of detail in discipline, manual, &c. Hence it was that incapacity was so fully displayed. New books on subjects involving at least the principles of the physical sciences, had to be placed in the hands of men unacquainted with even the alphabet of science. But to teach the simplest propositions of philosophy requires a mastery over the advanced problems; no man can impart correct ideas on the first book of Euclid, or the first laws of motion, who has not read at least all Euclid's Elements, or some recondite treatise on dynamics, &c. The new class books were mere compendiums, a few pages to each of a dozen different subjects; therefrom the boys were taught just what the book contained, nothing more; for the master knew no more, and his little means, had he the desire, did not permit him to have access to proper resources. Education attracted more attention, and when occasionally a strange examiner or a real scholar came to some 'crack class,' and chanced upon an introductory question (omitted in the text book) he found pupils, who could repeat all the *ologies* and *graphies*, acquainted with a few facts without reasons, but as completely ignorant of science as though they had lived when 'George the Third was King.'

"Meanwhile education, such as it was, spread in proportion as the demand for it increased, schools multiplied proportionately, and individual salaries, as a matter of course, either fell, or, at least, did not augment. Society is so constituted that there are few pittances which are not objects of ambition to some; and, although in many instances the schoolmaster had learned the bitter truth, that his black coat did not always cover a cheerful heart, for that the butcher and the baker, to say nothing of the remote wine merchant, made sad inroads into his scanty salary; still candidates were always found for vacant appointments.

"The most degrading of occupations sometimes excites professional pride. Epaminondas drew honour from the office of public scavenger; it is not, therefore, surprising that among the many hundreds of schoolmasters some few should have been found who, spite of small pay and smaller thanks, became proud of their profession, and, therefore, desirous of excelling in it. Even the impressed man torn from his (thus pauperized) wife and children to serve in the Royal Navy, grew into a thorough sailor at last, delighting in the service which *had* been his degradation and *was* his glory. These exceptions to the general rule among schoolmasters were mostly teachers in the larger establishments of large towns. There the intellect of the managers was of an order

more likely to excite emulation in the employed by evincing more sympathy with genuine merit. There the possession of greater resources enabled directors, as their generosity prompted them, to offer 'a fair day's pay for a fair day's labour.' There it did occasionally happen that some scholar, trained to a professional career, but having failed in it, brought to the school office at least a superior share of mental qualifications. And thus particularly in London there were long ago some bright examples among the many ordinary teachers—stars in the dark background of space—men who had conquered, but not without a struggle, who had forced their way into the arcana of knowledge as soldiers penetrate into a fortress, who had kept their vigils by the midnight lamp, and had been no less wakeful at the rising of the day star.

"The monitorial system had long been acknowledged to be inefficient, nay, more, to be utterly inadequate to supply the instruction demanded by the improved materials for education, by the advancing civilization of a prosperous peace. Here and there, where means permitted, if the lower classes in a school were still confided to their marble-playing monitors, the upper sections were confided to adults. Schools began to change their barn-like appearance, stone pavements were replaced by boarded floors, and pictures, illustrative of science, history, &c. covered the rough walls. Soon too the noise of simultaneous teaching was found incompatible with the study necessary to scientific attainments; class-rooms, really habitable rooms, began to multiply, and class was entirely isolated from class. Galleries, which gave the teacher greater command over the eyes of his pupils—that feature so important to be watched by the teacher as indicating to him how far his lesson is penetrating through the 'gates of the soul;' curtains, which confined the attention of even spelling-classes; cabinets of objects, museums of apparatus, natural and artificial productions, &c.—these were among the next steps taken to improve education. And still the one thing remained unchanged—the condition of the schoolmaster; he continued the same ill-paid, ill-thanked being. The dominie had changed dresses, the inner man was there still.

"Men are little apt to make radical changes, as nature works by imperceptible mechanism, and any deviation from the ordinary course is a convulsion, so society carries on its operations. Everything that is is taken for what must be. While many acknowledge that the human intellect is gradually progressing towards perfectibility, few admit that the relations of social life are capable of improvement. The respective positions of master and servant remain unchanged: certain luxuries which are valued for their extrinsic glitter, rather than for any intrinsic merit, still prevail in point of estimation over solid necessaries, because, such are the mutabilities of life, in every position, how humble soever, many candidates are to be found; therefore it is assumed that this object of ambition is sought for by those to whom it should be a desideratum. In no matter has this prevailed more than in education; many liberal-minded men have voluntarily paid more for one lesson from a fashionable pianist than has been wrung from them for a week's services by a classical and mathematical tutor. A mastership of some twenty or twenty-five shillings per week has attracted

dozens of aspirants,* and charity has doled out what humanity should have conceded to humanity. The great mistake has ever been that, in filling a post, it has rather been the object to obtain as much as possible for money, than to give as much as possible for a really valuable article: the standard by which goods are bought at a notorious 'ticketing shop' has been successfully applied to the barter of intellect, because dire necessity stood by, compelling mind to bow before matter, the imperishable genius before the famishing body. Government determined that the people should be educated; but such is the temper of John Bull that the law which in some parts of the continent renders a man amenable to punishment by a magistrate if he neglects to educate his child would never be suffered to exist in England. The spirit of liberty seems so inherent in British institutions that no branch of legitimate competition is monopolised by Government. Although church and state are an integral portion of the constitution, Dissenters, Unitarians, Catholics, and others form too large a party to be safely coerced. Government, therefore, in resolving on the education of the people, found itself compelled to take the existing materials, and to trust to time and indirect means for their amelioration. On the continent a royal decree or some analogous proceeding would have reconstructed the whole system at once; in England the machinery was to be gradually set in motion by a Lords' Committee of the Privy Council, assisted and guided by some of the recognized educationalists of the day. Thus originated 'Minutes in Council.'

"Their Lordships at once conceded the principles that the monitorial system had exhausted its means of utility, or if they at all recognized it, it was only as a last resource, in schools wherein funds or talent, or both, might be wanting. The first step was to provide an efficient substitute; and if that step was a false one, it was, perhaps, the only one at their command under the existing circumstances involved in a multiplicity of small schools (where a few larger establishments would have done better), and the necessarily contracted salaries which effectually closed the door against properly qualified men. Still the first step was an improvement, and it had this further advantage—it was, in military parlance, a tenable position which admitted of being strengthened. Pupil-teachers replaced monitors; the steady habits of embryo men and women were substituted for the playful flightiness of children. The error was not in the change, but in the manner of it. In England such are the business habits of the people, every vocation is regarded as an investment. No man will apprentice his son to a trade, or article him to a profession, unless he think there is a prospect of a livelihood. Few tradesmen can afford to maintain their sons during a long apprenticeship without some assistance in the shape of wages; except, at least, the future offer remarkable advantages. In

* An advertisement was recently inserted in the "Times" about some such situation. One of the candidates, who was a married man with a family, offered his services at twelve shillings a week, possibly in the hope that the lowest tender would be accepted; a second would have taken still less (he was single), because he actually wanted decent attire; he ultimately accepted a few shillings charitably given to him by the person receiving the applicants, as a salve for his disappointed hopes; a third retained so strong an impression of liquor as to be almost unapproachable. These facts may be relied on.

the case of pupil-teachers, no such inducements were presented; and if the candidates for these positions have been and are numerous, it can only be, that youths, attracted by the glitter of authority, or, perhaps, in some instances, greedy after knowledge, have formed a predilection which parents have not cared to thwart.*

"Their Lordships proposed to apprentice youths to schoolmasters for the term of five years, at the following scale of wages or grants: —10*l.* for the first year; 12*l.* 10*s.* for the second year; 15*l.* for the third year; 17*l.* 10*s.* for the fourth year; and 20*l.* for the fifth year, with a small extra annual allowance to the master by way of premium. In return for these grants their Lordships stipulated that masters should impart, and that pupil-teachers should acquire, a progressive amount of information; and to secure this *quid pro quo*, inspectors were appointed (men of great practical experience and high intellectual attainments), who were annually to examine schools and pupil-teachers, and on whose reports their Lordships accorded or refused their grants. The superiority of this system over the monitorial plan is so evident as to require no demonstration. A few facts, without reasoning, will be apparent to even a superficial glance. An older, and therefore an abler, set of teachers was secured; the executive of a school became less liable to that most injurious of all attacks, constant change; security was taken that others besides an indifferent board of management, or an incompetent master, should be satisfied that the teachers not only knew more than the taught, but that they could properly impart their knowledge, and, best of all, the foundation was laid by which the future race of schoolmasters was to become amenable to the same training that was deemed indispensable for less important duties.

"Now came the first difficulty, one which may readily be anticipated. Masters were found to be not always competent to instruct their pupil-teachers in the required branches of knowledge. Many students were compelled to find other teachers, or to scrape together for themselves fragments of information. Inspectors, unwilling at once to deprive a large body of men of their only means of subsistence, were content to exhort the ignorant masters to personal improvement (and, failing this, to threaten dismissal), and to pass pupils whose attainments were a little below the mark.† The first race of pupil-teachers therefore was a partial failure.

"To permit the existence of this anomaly would have been inconsistent with the object of the Minutes in Council, and incom-

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* An exception may be made as regards females. Their wants being less, the position of a schoolmistress is more adequate to supply them than is that of a master. Men who expect boys to provide for themselves are content to keep their daughters (especially, if they can clothe themselves and find a trifle for pocket money), in the hope, probably, that marriage will end the difficulty.

I forbear from expressing any opinion on pauper and reformatory schools, because I have not had sufficient opportunity for acquainting myself with their working.—*See Addendum.*

† This is not asserted without due authority. Pupil-teachers are known to the writer who have successfully completed their apprenticeship, and who are yet ignorant of more than the mechanism of grammar; who know many facts in geography, but very few reasons, and to whom the principles of history and science are as strange as Thucydides and Plato. The best among these teachers know just what their peculiar text-books contain; the superficial compendia; the very head and front of their offending, hath that extent, "no more."

patible with their Lordships' dignity. The warning conveyed by the inspectors proved efficacious only in exceptional cases; nor can this be a subject of doubt, when it is recollected that the majority of masters, and nearly all pupil-teachers, had sprung from the wrong class in the community. The small stipends attached to scholastic employments had offered no inducement to men of the middle ranks to train their sons to offices so ill paid; children of the lower orders, therefore, or those who approximated thereto —children who had grown up in primary schools, and had derived thence all their knowledge, both of books and of character—became the executive for carrying on the education of the new generation. That such officers should little heed the admonition to improve is not astonishing. Deficient of that gentleness of tone, of manner, and of companionship, which was alien to their early associations, all their ideas of respectability were borrowed from their pattern master. Banished by circumstances from the fellowship of those whose characters had been formed in a mould different from their own, their acquaintanceship with men was limited to the narrow circle of their own families—rich, probably, in domestic virtues, but often driven to shifts which must tarnish the purity of mind that ought to be the first requisite in a teacher. Educated by men of little or no capacity, and familiar with only the few patent text books,—the great world of letters, with its enthusiasm, its enlightenment, its expansive influence, its beautifying powers, was all unknown to them. History had unfolded her page to afford facts, not to develop causes: science, like an eastern woman, had unveiled only her eyes; her charms of feature and of form were still a mystery, shrouded in the all-covering garment: memory had been stored, intellect lay dormant. They had just that little knowledge which is a dangerous thing, which taught them nothing better than that they were worth their hire, meagre as it was; and which raising them but too often above the level of their domestic associates, gave them overweening ideas of their own importance, and thus aided the power wielded in the schoolroom to make them alike tyrannical to their inferiors, and impatient of control from their superiors.

"Masters and pupil-teachers as a class were chosen from the wrong grade in the community, and thus Government inspection did little real service towards rendering the scholastic profession respectable. A new step was necessary, therefore, to advance the educational system from the slough in which Minutes of Council had found it, but from which they had not removed it. This impetus was founded in two ways; first, in grants to school managers for buildings, books, and apparatus; secondly, in augmentation of the salaries of teachers. Grants to school managers served a double purpose; they provided new school accommodation, or improved what already existed, without crippling private resources; and committees, if they had the desire, had now the means of holding out such remuneration to teachers as should secure a better class of applicants. Augmentations of salaries struck more closely at the roots of the evil, and, perhaps, were the most efficacious means that could be adopted towards ensuring a high tutorial character for primary schools. These augmentations, which were annual grants varying in amount below a maximum of 30*l.* to teachers whose

salaries were at least 60*l.*, were made to depend on the acquirement of a certificate of merit by men holding situations as schoolmasters. These certificates were awarded after examinations instituted by Her Majesty's inspectors,—examinations which tested not only the mental capabilities of teachers, but their knowledge of school discipline, their power of imparting information, and their means for judging character, and the class of certificate, as well as the scales of remuneration, depended on the manner in which the questions propounded were answered. Reward sweetens labour, and there was something very business-like in this graduated or sliding scale of augmentation; the amount so apportioned was the determinate standard of a teacher's fitness for the office he held; his character was pinned on his back, and thereafter there was an end to assumption, to pretension, and to charlatanerie; the Burleigh shake lost its mysterious portent.

"An annual grant of 30*l.* to a single man whose salary did not exceed 60*l.*,—fifty per cent. on his income, and still below the duty of 1*s.* 2*d.* in the pound,—was a material consideration. The coat needed not to be so stained and glistening; the lares and penates might occasionally smile in the radiance of an extra candle; necessity no longer shouldered out domestic comfort; some few of the amenities of life might become substantial possessions instead of dreamy phantoms; and if the mind would take a higher flight into the realms of literature, a few shillings were now possible. Happy change, rendered, too, still more fortunate if the certificated teacher had the charge of apprentices; his means thus further increased, he might hope to discharge one duty which seems to have been altogether overlooked in seeking masters to train young men *morally* as well as *scholastically*—he might aspire to marry; he might learn in the best of all schools (paternity) the proper treatment of children; he might study from the best of all models (children in whom all his nature was interested) the development of youthful character. Fortunate individual! The solitary lamp that in the night had cast its beams over the deep, left at the dawn no deeper trace of its existence than had been possible to the hitherto lone teacher. He needed no longer to ask, with the patriarch of old, 'When shall I provide for my own house?' for now home, and all its sweet associations, the domestic hearth, with all its disinterested confidence, its gentle solace, its supporting advice, —now these were all his own: himself a type from the past, he could write his name on the tablets of futurity; and if olive branches should become too numerous, or a silk dress too unattainable a luxury—if his salary did not permit him to gratify the natural desire of starting his offspring in life with a few more advantages than he had possessed; if, in short, there were still many weighty objections, as there must ever be in all public measures involving taxation so long as the lion's share falls into the wrong hands, so long as the fertilizing showers spend their benefit on the highlands, leaving but the sweeping of the mountain side to permeate the valleys, still a step had been taken which was of all the most likely to secure the grand desideratum, a staff of teachers for the people. The step had not extended quite far enough; but motion having been once impressed, perhaps the *vis inertiæ* might ultimately bring about the rest. That a large proportion of the hitherto half-starving

primary schoolmasters should gladly avail themselves of any offer, not involving an actual insult, for the purpose of ameliorating their condition, is not wonderful. 'Put money in thy purse, honestly if thou canst; but, put money in thy purse,' was the advice of a true type of man. The steadfastness with which this counsel is followed is apparent in the course of every single day. That those teachers, therefore, who perhaps tacitly had long recognized their unfitness for office, should seize the tempting bait which was to benefit them both intellectually and financially, was a source of congratulation to the disseminators of knowledge, and a decided improvement to schools in general. But, as has been before stated, there were two classes of teachers, of which the one, certainly a minority, possessed, long before Lords' Committees existed, high qualifications for the posts they held. These men, good and true, had in some cases, conducted large establishments for many years; in all cases had secured the well-doing of their pupils, the approbation of their employers, and the satisfaction of their own consciences—the *mens conscia recti*. These saw the degradation implied by the want of examination; they felt that to stoop to learn what they had successfully taught for so many years was to confess their lives a falsehood, their career a fraud; they felt that to submit to an investigation into attainments and capabilities which had been continually undergoing the severest of all tests, the daily wear and tear of intellectual questioning encouraged among their pupils, was to give no higher proof of superiority over the common herd than they had already afforded; they felt that to subject the firm and less pliant mind of mature age to the discipline and drill adapted to students fresh from the ranks, and still barely beyond the years of boyhood, was to insult their self-esteem, to wound their reputation, to destroy their prestige. To men such as these the additional stipend held out was no inducement, and they therefore thankfully acknowledged the consideration evinced for them in their Lordships' minutes, which left the possession of a certificate optional. But, as in all human enactments, man implants the seed of his own nature,—the seeds of imperfection,—so here, what was destined to protect the few was used as a cloak by the many. Teachers who had lived on their wits, who by communications with unlearned employers, by affecting a mysterious superciliousness which always overawes the rude multitude, had acquired a certain amount of reputation—bearing the same relation to genuine merit that truth does to falsehood, fearless honour to hole-and-corner chicanery, sterling and solid gold to hollow plated ware,—shrank from a task for which nature and habit alike disqualified them, and preferred to lose the probable advantage of pecuniary gain for the certain discomfiture which would attend an investigation into their qualifications, conducted by competent judges, whom a few hard words or assumed superficialities could not dazzle, still less deceive.

"Here, therefore, another phase of development engendered further remedies. Two minutes were successively passed, which were effectually to reduce teachers to subjection. By the one masters of schools under inspection were forbidden from having any employment other than that in their schools; by the second, the possession of a certificate was made compulsory on all teachers desirous of having pupil-apprentices. The former of these minutes

is a palpable injustice; it is worthy of the Emperor of all the Russias, but is incompatible with an enlightened people, a liberal constitution. It is oppressive injustice, because it debars men from the legitimate exercise of their talents, from the undoubted right they possess of honestly using their own time for their own purposes. The plea set up, that a teacher properly discharging his functions *should* have no leisure or health for other avocations, is hollow and unworthy; every man will take care of his health for his own sake, or for the sake of his family; and far better that the teacher should seek the comfort of an easy mind in pecuniary matters by extra labour than that his heart should be alienated from his daily work by the thoughts of to-morrow's subsistence. Few schools are open more than six hours a day, holidays excluded; an hour and a half is to be given to pupil-teachers—in all seven and a half hours per day, (say including an hour's respite from nine a.m. till half-past five p.m.); and yet, while ten hours are not considered too much by the law for the tender nurselings of Manchester, full-grown, robust men are to be left to the expensive luxury of leisure at half-past five p.m. The second of these minutes is not only an injustice, but it comes upon teachers in the most objectionable form of legislation, *ex post facto*, or retrospective legislation; a form which passed bills of attainder, and made law the tumbril on which victims were led to execution, but which is an infringement of liberty akin to that for which Hampden bled and James abdicated,—a reproach to civilization, and alien to the first principles of English liberty. It declared this,—that men, of whom inspectors, even under the newer state of teaching qualifications, had reported that they were competent to conduct the education of their apprentices, whose fitness for their posts boards of management had over and over again attested, whose schools had been several times satisfactorily inspected, and who had consequently, with their Lordships' sanction, already received and successfully trained pupil-teachers,—that these men should now procure a certificate declaring them qualified to do that which they had already been declared qualified to do. Far better had it been that inspectors had reported on the unfitness of the uncertificated than that the bad and the good should have fared alike. Evil men should be induced to confess their errors, but to force shame alike on the virtuous and vicious is the work of oppression: it is affixing the yellow badge, confining in ghettos, enacting that Catholicism is criminal, or that to be a Jew is what Johnson declared it to be."

[*The rest of the published remarks are suppressed, their spirit existing in other parts of these papers.*]

10. Does the existing Government system stimulate or diminish voluntary liberality? Are you aware whether any considerable number of persons entertain conscientious objections to its existence?

I have not been able to observe that the existing Government system in any way affects private liberality. In the Jews' Free School the institution itself has derived so little benefit (only the capitation grant of 25*l.*), that I know the Government system produces no result on the subscriptions and donations. Here, too, it is the practice to pay pupil-teachers and assistant teachers fixed salaries (independently of their stipends from the Committee of

Council), and, therefore, the grants awarded by Government not being considered by the managers, provision is made without regard to their existence. The average annual expenditure of the Jews' Free School is about 2,500*l.* The fixed income is little over 1,000*l.*; but the managers exert themselves, and always more than cover the difference by the handsome collection made at the anniversary dinner.

I know that a very large number of conscientious persons object to the existence of the present system. I mean the managers and supporters of what are called Birbeck Schools; and these persons have the stronger ground for their objection, because, while they are shut out from aid and grants by their strict adherence to secular instruction only, they really give, through the moral doctrines of social economy, the only religious teaching which is practical in a mixed state of society, and they, therefore, deserve aid more than mere sectarians, who inculcate doctrine, and leave practice to take care of itself.

V.—Endowed Schools.

11. What is the result of your observations as to the efficiency of endowed schools, intended or available for popular education, and as to their adaptation to the existing condition of society?

I have had no opportunity for acquainting myself with endowed schools sufficiently to form an opinion. I know one or two, and they are about the worst specimens of schools that one could possibly desire to see.

VI.—Suggestions.

12. Would you propose—
    (a) The maintenance of the existing system of Government aid and inspection?
    (b) Its further development?
    (c) Any and what modification of it?
    (d) The substitution or addition of any district, or other system of public aid and inspection?
    (e) The voluntary principle?
    (f) A system of rating; and, if so, how should the rate be assessed? Should it be obligatory on the ratepayers to make the rate? If so, how should the obligation be enforced if they were unwilling to make it? Upon what objects should it be lawful to expend the amount levied? How should the schools supported by rates be managed?
    (g) Any and what mode of dealing with existing charitable endowments, either already applicable by law, or which might be made available for purposes of education?
    (h) Will you make such suggestions as occur to you for the establishment, improvement, and extension of any of the methods of prolonging education, or preserving its results, mentioned in Question 4, with particular reference to the requirements of the districts to which your experience applies?

In all well-organized states the moral and social wellbeing of the people should be the duty of the Government. The greatest enemies to such wellbeing are the idle, the vicious, and the criminal. Hitherto governments have thought it right to legislate for the criminal only, and no expense has been spared either to bring him to justice or to maintain him under punishment afterwards. In this respect the convict has been far more costly than the pauper, and an indirect premium has thus been held out to sin. The idle beg or go to the union. The vicious degenerate through a sad career of folly, extravagance, drunkenness, and riot, and ultimately verge into one of the other two classes. In every way this is an impolitic state of things. Large sums of public money are spent with little productive advantage to those who pay them. Large bodies of individuals who might conduce to the wellbeing of society, contribute to its injury by idleness or crime. No care is taken to send into the world men and women qualified to contribute their share towards securing the general good.

Thus it follows, that to economize this waste of money, to prevent this injury to society, and to send into the world properly trained men and women, some other system is necessary. Now it is universally admitted that education is the best means to form the character; and if this education be so conducted that it teaches children to overcome tendencies to idleness, to coerce inclinations to vice, and to eradicate propensities to crime, then it becomes the duty of the Government to provide it. And this, too, not only on moral grounds, but even on economical grounds; for, while it may cost more adequately to support schools than to maintain prisons, unions, and reformatories, the national resources will subsequently be benefited by the introduction into society of intelligent and productive members.

Education, then, should be the care of Government; but, from what I have already stated, it will be inferred that I do not approve the Government system at present carried out, because I believe the religious element to be objectionable, and because I think the basis of the plan (reading, writing, and arithmetic,) to be insufficient for what should be the object of education; viz., the production of intelligent, industrious, and moral members of society.

Again, it occurs to me that as much, if not most, of the result of education must depend on the character of those to whom the care of children is entrusted, one of the first considerations of all schemes should be the attempt to render the position of a schoolmaster at least equal to the requirements of respectability, to the ideas likely to be engendered by intellectual superiority, to the status that might be acquired by other ordinary vocations. If this be not the case, how can it be expected that parents of a right grade will permit their children to enter into a profession which condemns individuals with the feelings and wants of gentility to the social condition (pecuniarily speaking) of mechanics. As regards the production of results, the schoolmaster and the clergyman are certainly at least on a level; as a principle, therefore, to choose the latter from the well-born because their early home training, their domestic associations, their family connexions, are calculated to second their education, and the former from the humbler classes, with whom these important relations are likely to be antagonistic

to the development of comprehensive and sincere views, is a grave error, and must be attended with grave results. I feel no hesitation in expressing my conviction that the majority of good teachers from those classes produced by the present Government system have become efficient from inherent strength of character, and in opposition to circumstances, and that the withdrawal of so many young persons from the profession after the completion of their pupil-teachership arises from the disappointment of their early hopes. For what are the facts? Our primary schools are filled with children whose parents are certainly the sufferers of society. Homes scantily provided, wants inadequately supplied, comforts often altogether absent and seldom abundant, shifts commonly resorted to for making "ends meet;" falsehood not unknown, because deemed excusable to avert pressure for the payment of inconvenient debts; piety not a habit, because the Sabbath is too frequently a day of cessation only, and not of devotion;—these are some of the features of humble life; and, train people how you will, these features, although modified, will always to some extent remain; for the divine wisdom of Providence has told us that "poverty shall never cease." Comparing home with school, one may call the former the *practice*, the latter the *theory* of education, and so long as these remain in opposition progress is all but impossible. For the mental agitations of a people resemble the physical convulsions of a crowd,—now swaying to the right, now to the left; the struggles of the individual impress, but retard the multitude. To insure forward motion, the mass must benefit at the expense of each of its members,—"partial evil, universal good." Hence the necessity for harmonizing practice with theory. Poor mechanics and labourers are glad if their children develope a taste for some occupation that promises to be superior to their own. Youths with a stock of school lore are attracted by the glitter of power involved in pupil-teachership, or are persuaded by their teacher, (ill paid, and glad of the small stipend accruing from an apprentice, or overworked, and wanting some assistance in the school, which may be had because it costs nothing to the managers,) and thus a contract is entered into which ultimately disappoints all parties. The apprentice gains, through his annual gratuities, barely enough for clothing and maintenance, and just when manhood renders the desire for independence most natural, he suddenly finds himself incapable of earning a penny, because, if he gain a Queen's scholarship, his 25*l.* goes to the Training College, and if he strive for an assistant teachership he is met with a charge of incompleteness of education. Suppose, however, even this difficulty borne; the Queen's scholar remains two years at college, and then takes a respectable certificate. He has now served seven years, but he must be fortunate enough to obtain a situation, and to hold it a year, before he becomes entitled to his augmentation. Eight years' service, and studies fit for a B.A.; result, perhaps 70*l.* a year and about 20*l.* grant, with no reasonable prospect of ever acquiring very much more. Can the humbler classes be expected to pass the ordeal of such a servitude unscathed? Will the better class condescend to think of a profession which, after so many sacrifices, yields so poor a harvest. I could adduce many additional arguments in support of my views, but I forbear,

because I fear that I have already been prolix, and that I might become prosy.

To meet the two great defects pointed out, viz., inefficiency of education to its end and want of character of teachers. I would suggest:—

1stly. That the standard of education be raised.

2dly. That means be taken to render the position of a teacher an object worthy the ambition of the worthy.

1stly. Always bearing in mind the difficulties arising from differences of religious belief, I would altogether exclude what is termed the religious element from popular education. Its retention contracts the usefulness of schools, and multiplies their numbers to the detriment of their resources; it renders knowledge partial and sectarian, it infuses prejudice and bigotry, it widens the space which separates individuals of different creeds, instead of bringing all men into a bond of universal brotherhood, it deprives useful and intelligent teachers of a large field for the exercise of their abilities, and it deprives school-managers of the opportunity for exercising so extensive a selection as they otherwise might have; in short, it has a host of disadvantages, and, so far as I can see, not one benefit. In its place I would substitute the teaching of social economy, as based on the great moral laws of the Bible and Testament (which laws are identical), and as developed by the experience of every-day life. I would by no means exclude the Great Book of Revelation, because I believe it to be the only genuine source of real morality, which is but another name for religion in all its practical bearings; but I would exclude what are termed its spiritual interpretations, because I believe them to be some false, some fanciful and mystical without being useful, some uncharitable, and all positively injurious. Social economy properly taught would give children all the religious knowledge that they require. It would form their habits, and these would be, industrious, sober, economical, self-denying; it would regulate their minds, which would be reasonable, acute, and capable of a deliberate judgment from a knowledge of cause and effect; it would cultivate their hearts, and these would be loving because of their desire to copy the loving-kindness of the Divine Perfection, and because of their conviction that upon the mutuality and genuineness of philanthropy social wellbeing depends; it would train their consciences, which would be truthful, honest, honourable, incapable of wrong, because convinced not only of its criminality, but of its inexpediency; it would fix their belief in the existence of an Almighty, All-protecting, and All-perfect God, who has set his attributes before men for their imitation, and has not required them to dispute as to the manner of such imitation, but to contend only as to its faithfulness; it would so fashion the child that he would take into the world every quality calculated to render him an intelligent, useful, and moral citizen. Surely, if anything else be wanted by those who are zealous for what is called their church, and its formulæ, it might be left to the pulpit, and with the less doubt because even sectarianism would fail to inculcate selfishness, bigotry, and uncharitableness in the being trained in the doctrines of social economy.

As by this substitution of universal for peculiar religious teaching, everything like distinction of creed might be left out

of consideration, schools might be increased in magnitude, so resources would be economized, and, as will be shown hereafter, a step gained towards improving the condition of the teacher.

Besides social economy, I would have physiology as applied to health, and object teaching in its widest signification a part of education, because I believe that without these branches of knowledge no system of instruction is complete.

2dly. To improve the condition of the teacher, I would suggest,—

1st. That Government aid be altogether withdrawn from sectarian schools,* because I am of opinion that if people will promulgate doctrines inimical to their fellow citizens, they ought to do so exclusively, at their own expense, and not with the assistance of public money partially paid by the very individuals whom their doctrines condemn.

2d. That to all mixed populations aid be refused wherever it shall be shown that an unnecessary number of schools exist, say more than two to every 1,000 children within the parish or district.

3d. That the stipends paid to all certificated teachers be increased, and that they be further and successively augmented in the cases of those teachers who shall have remained in the same school 5, 10, 15, or 20 years.

4th. That all restrictions in respect to the employment of teachers' after hours be removed.

The diminution of the number of schools will enable school managers to afford better salaries, and to employ a gradation in their teaching staff; both these circumstances will conduce to improve the teacher, the first socially, the second intellectually, in the hope of advancement.

This diminution will also improve the inspection. One visit in a year will scarcely allow a fair opportunity for judging of the usefulness of a school. The less the number of schools in a district the more frequently could an inspector visit and report on their condition. One set of statistical returns might be enough in even two years.

I believe that one pupil-teacher to every 25 children, or one adult teacher to every 40 children, is a fair average, the powers of a teacher and the opportunities of the children being duly considered. I am certain that in reading classes and for the examination of individual ciphering, dictation, and the like, even this is a high numerical standard, and that if real teaching (and therefore questions from the children) be encouraged it is far too high.

In the Jews' Free School all pupil-teachers receive salaries besides their Government grants. I believe this to be a good system, and I think that an improvement in the usefulness of the grants would be to hand them to the managers to be paid (where asked for) in monthly instalments to the apprentices. I have known parents experience great difficulty in maintaining their children without aid, the receiving once a year of one round sum not being half so serviceable as regular and more frequent pay-

* Jewish schools would be excepted, 1st, because they are not sectarian as the term is here applied, and because the time occupied in the teaching of Hebrew, renders it little likely that other than Jewish children would attend them.

ments. Of course in this case the first year's grant would support the apprentice during his second year, and so on throughout; and thus, at the end of the fifth year, in case a young person should decide on some other career, there would be 20*l.* capital to start with, and no debts for maintenance outstanding. I have known such debts and others which have accumulated (for clothing, &c.) during Queen's scholarships at a training college to press heavily on the earnings of certificated teachers, when first called on to support themselves on meagre salaries.

I am of opinion that the voluntary system, with efficient Government aid is the only one adapted to the genius and institutions of this country. In the past, where all knowledge on the subject of education has been crude and undigested, this principle has induced the maintenance of many excellent schools. The same means economized by centralization would have done still more good. In the future, if prejudice can be so far conquered that men will seek for points of concord instead of points of difference, still more may be expected, especially with improved ideas on education, and with increasing conviction that to it alone must we look for diminution in police rates, county rates, and other taxes for the punishment or prevention of crime; and I am confirmed in the opinion by the experience of the Jews' Free School. It has a large and well-paid staff of teachers; it is amply supplied with school materials of every kind; and although its income (from funded property and annual subscriptions is about 1,500*l.* less than its expenditure, the managers find little difficulty in obtaining the necessary deficiency, because liberal supporters of education, they not only contribute themselves, but are enabled confidently to ask aid from others of all creeds to whom they would give for like purpose.* I believe this result to be partly due to the fact that the Jews' Free School is the only Jewish school for the east, north, and south of London; funds are thus not squandered in supporting a number of little institutions; and the magnitude of its operations (it has 1,800 pupils) gives it a claim which a school of minor importance could not advance.

A system of rating could only be tolerable upon the principle that schools should be for the general benefit, that is, upon the system of anti-sectarian teaching, and even then great difficulties would present themselves. School management, which should have an interest in school welfare, would be ephemeral, and I have found permanence a good characteristic; it might be forced on individuals either unable or unwilling to undertake it, and in either case it would be injurious instead of beneficial; it might depend on political or other party prejudices, always variable, and little calculated to ensure that uniformity of system so necessary to educational success. Further, rating would necessitate the supply of necessary funds from the school parish or district. Now this is by no means advisable, they who can afford to contribute, and who do contribute most munificently to the support of education, are certainly not living in localities where elementary schools are most wanting; taxation and spontaneous liberality will

* This is irrespective of private benevolence, which annually expends (from one family alone) at least 1,000*l.* in clothing, apprenticeship, and other benefits to the pupils.

not go in harness together; poor neighbourhoods which require good, large, and well-conditioned schools, will not be able to provide means; rich neighbourhoods, which have the means, will not be required to provide the schools, and thus education would suffer. Again, local taxation is already very heavy. I live in the parish of St. Leonard's, Shoreditch. I pay 70*l.* a year rent, and am rated at 54*l.*; my taxes are little short of 20*l.* besides income tax, and to be compelled to pay an annual rate towards another want might be more than I could do. Tradesmen would perhaps feel this more than persons of fixed income, especially in bad seasons; any way there would be a collision between duty and necessity, a dilemma always to be avoided.

I am an enemy to indirect taxation, but I know it to be more acceptable to many than direct taxation; whether it might be possible to render such a method of rating available for educational purposes I am unable to say.

Every school which; under the name of a charitable endowment, clothes boys in leather smalls, and girls in hideous night-caps, or such like abominations, and which atones for rendering the body a deformity by storing the minds with catechetical bigotry, I would at once annihilate by Act of Parliament, and would make the funds so rendered disposable, available for the general purposes of education. I am not sure whether a like sweeping measure might not be beneficial in the case of such schools as Christ's Hospital, grammar schools, &c., by the dissemination of real useful education among masses, instead of its concentration, in a highly classical form, among the favoured (or perhaps ill-favoured) few. In connexion with all education, I would see established free lending libraries, occasional lectures, reading-rooms, and, as I have already said, premiums for rendering knowledge worth something extrinsically, as well as intrinsically. Education instils the principles, manhood confirms them; but between the two processes there is a hiatus, during which passion speaks loudly, and meretricious pleasures lure with magnetic power. This hiatus, it should be the duty of all well-wishers of society usefully to fill up. I would see evening classes formed for teaching embryo tailors and boot-makers something of anatomy and physiology; I would teach mechanics the laws of motion, &c.; in short, each young tradesman or artisan should have not only manual training at his master's during the day, but, if he would, mental training, appropriate to his wants, in the evening. Social economy I would have impressed on all, because I believe its lessons to be important in all conditions, ages, and phases of life.*

13. Would you make school attendance compulsory? If so, on whom would you impose, and how would you enforce the obligation of ensuring the attendance of the children? Would you wish for the establishment of schools under the direct control of the state? Should the education given in such schools be gratuitous or not? What subjects

* All indentures of apprenticeship by law require a stamp and bind the apprentice to certain useful regulations, why not introduce a clause compelling him to attend an evening school or other educational resort, at least during a fixed number of hours per week?

should be taught in them? You are requested to give your plans upon the subjects referred to in Questions 12 and 13, with as much detail as possible, and with particular reference to the manner in which you would deal with the difficulties arising from differences of religious belief?

I would not make school attendance compulsory by law, although I am aware that such a system works well in Prussia. I am of opinion that the prime object of law is to restrain people from what is wrong, not to coerce them to what is right, and I would not therefore apply it to education. On the other hand, as in teaching social economy, I would endeavour to inculcate good principles, not only *per se*, but because of their expediency; so, in education, I would do all I could to render parents willing to see their children well-informed; not only because information would make them better citizens, but also more prosperous ones. When Government can satisfactorily answer to the people, on the subject of education, the question, *Cui bono?* all the difficulties of the problem will be solved. Not only will prize schemes, competitive examinations for all classes of public employment, and the like, do much for this purprse, but masters, themselves intelligent, and impressed with the value of education, might be induced to offer small additional wages to the better class of apprentices. In short, while I would spare no expense to persuade parents to educate their children, I would avoid all means to force them so to do.

I would by no means like to see schools established under the direct control of the Government, because I should fear the result, especially so long as there exists the connexion between Church and State. Besides, under the voluntary system, such control would be impossible.

VII.—Teachers and Training Colleges.

14. What is your opinion as to the qualification of the masters or mistresses of public, private, or dames' schools for their duties, both generally, and with special reference to the circumstances of the districts and class to which your experience applies?

Generally speaking, the teachers who come under my immediate observation are qualified for the discharge of their duties, and in so far as I know discharge them faithfully. In the Spitalfields district the parents are for the most part so poor that children are required for the value of their services at a very early age; hence the schools suffer. In the Jews' Free School, which draws children from all parts of London, for reasons before stated, the same drawbacks exist. A very small per-centage of children stay at school beyond the age of 11 years, and owing to this, and the prevalence of absenteeism, much of the labours of the teachers is futile. I have noticed, however, that teachers as a body have a very limited acquaintance with general reading; either their studies have been exclusively devoted to the text-books required for their particular examinations, or for their peculiar class of lesson-giving, or they have commenced the real business of knowledge-getting late in life; but the result is the same,—general history and literature are almost sealed books; poetry, and the refining influence derivable from

familiarity with the polished language and elevated ideas of ancient and modern classics are all but unknown; and hence, in many instances, powers of composition are limited, or, if possessed, are confined to ordinary school subjects. Abstract philosophy I do not remember ever to have found in any teacher of a primary school, nor indeed much practical philosophy, beyond what is necessary for the discipline and organization of children. Instead, I have met with many instances of perfect acquaintance with school-books and school-routine, and, better still, of honesty of purpose, and a desire to do as much as the circumstances of their position rendered possible. One very serious defect under which many teachers labour is, the inability to mingle with a class of society likely to elevate or expand their ideas; their opinions are pretty nearly stereotyped, or, at most, revolve in a circle. Whether this result has arisen from early scantiness of means, from present pecuniary inability to cultivate social relations, or from long habit, I am unable to say. On the other hand, I have met with men who are an ornament to our profession, and who are certainly better informed than the majority of people—but unfortunately they are the exceptions. My judgment, influenced perhaps by my peculiar views on religious teaching, is decidedly favourable to those teachers who are least imbued with sectarian views.

15. Is the training given to masters and mistresses in normal schools and training colleges well adapted to its object? Can you suggest any points in which it requires improvement? Is the state of those institutions generally satisfactory? Are trained teachers usually satisfied with their profession, and with their social position?

I know training colleges only through teachers who have been brought up in them, I am therefore not enabled to enter minutely into the merits and demerits of their system. From what I have already written it may be inferred that I think unfavourably of the religious element, and of the exclusively school-like character of the studies. The gravest objection, however, that I entertain against them is the semi-monastic nature of their training. Young persons, with ideas already limited to the sphere of their families and schools, find their opportunities for observation still further contracted by the seclusion of the college, and the constrained nature of its intercourse. Worldly knowledge, acquaintance with men and manners, habits of self-reliance, capabilities to meet urgencies and act on them, are wanting; and the result is, strength of principle but weakness of practice, more power to think than ability to decide, abundance of theory but no experience. I far prefer the method of training, before stated, to have been forced by religious convictions on the past pupil-teachers of the Jews' Free School. If it give less pedagogical system, it gives more general knowledge; if it give more opportunities for aberration, it gives more versatility of character, more self-dependence, and more power for forming the minds and dispositions of children. I am of opinion, also, that to prevent young men and women from earning a livelihood, just when their feelings of independence are strongest, is a decided mistake.

I believe that, generally speaking, trained teachers are, with

reason, dissatisfied with their profession, and with their social position. Their emoluments are small; their prospect of rising, faint; they are unable to marry, or if married, they are always struggling, and often disappointed; they have no means for insuring their lives, or making other adequate provision for the future; they are altogether in a false position. To them I have always applied Dante's line,—

"Lasciate ogni speranza voi che entrate."

16. What is your experience as to the working, and as to the results, of the system of apprenticing pupil-teachers?

My views on the system of pupil-teachership will have been gathered from the foregoing observations. If teachers are to be properly trained there must be some means for training them; but I am not quite sure whether it were not better to employ adult teachers in schools, and to send youths to training colleges, than to give boys the opportunities for dominion, and unskilful teaching afforded by their apprenticeship, and condemn men to vegetate like schoolboys. Parents could better dispense with the services of children from 14 to 17 years of age, than from 20 to 22, and three years' application at a college could certainly do more than is required by the present standard for pupil-teachers; and third-class certificates, higher class certificates could be obtained, while engaged in employment, reaping the benefit of past studies. Many young persons, who have devoted five years to their apprenticeship, either fail to obtain Queen's scholarships, or, having obtained them, cannot find accommodation in a training college; thus they either abandon their profession, or enter on it under a disadvantage. The idea that their education will qualify them for mercantile or business life does not at all obtain with me, for my experience, which in this respect is extensive, proves the contrary to be the case.

17. Should schoolmasters and mistresses be paid by,—

(a) Stipends?
(b) Fees?
(c) A combination of the two?

I would in all cases pay schoolmasters and mistresses by fixed stipends. 1st, because teachers ought to know the exact amount of their incomes, that their minds may be at ease on that head; 2d, because to make masters or mistresses dependent on fees might be to foster a spirit of avarice, to crowd schools at the expense of discipline and improvement, and to encourage that sliding scale of payment which Government aid now so wisely forbids. A pliant, easy teacher would, if paid by fees, have better chance of a large income than a disciplinarian determined to see the schoolwork well done. I feel so strongly the necessity of keeping teacher and pupil independent of each other, as regards money transactions, that I have always in my school objected to the sale of pencil, table books, &c., by which profit is made; and I equally dislike the custom of compelling pupils to use, as text or lesson books, books written by their teacher, and sold for his benefit. Many inferior works, compiled only to sell, thus supersede more useful productions, and men acquire a reputation for authorship whose only talent is money-making.

VIII.—Results.

18. What is your experience of (a) the intellectual, (b) the moral effects of education on the poor? Will you state as many specific facts as possible in support of your opinion, allowing for the influence which other causes than education may have had in improving the condition of the poor?

The social condition of the Jewish poor is so peculiar that there is little prospect of any child of humble Jewish parentage rising in this country above mediocrity. Hence, large numbers of young men, desirous of breaking through the trammels of their early condition, emigrate, and, under new influences, often achieve an honourable and even important position in life. In this way the Australian colonies, the West Indies, and America have afforded a wide field for Jewish enterprise; and many ministers, merchants, &c. in those places owe their first elements in knowledge to the Jews' Free School. In England also, in exceptional cases, analogous results have been produced. Some of the most intelligent of the Jewish clergy in this country were educated in the Free School or other similar institution; and many subscribers to Jewish charities are men who, as boys, received the benefits which they now help to diffuse.

A very large number of the Jewish poor in this district habitually receive charity; as a principle *they* beg least who are best educated.

The children of those parents who were themselves educated in my school are the most regular and the best educated of my pupils.

Occasionally some foreign immigrant, poor but well educated, is driven into this country by the fear of some persecution or to avoid some oppressive law. If he is a parent, his children are in most cases capable of taking in a large share of information; if (as often happens) he is single, he generally contrives in a short time to secure a decent position, at least above want.

For some years past the teachers of the Jews' Free School, with very few exceptions, have been chosen from those who were originally pupils in the establishment. Generally speaking a more moral and intellectual body of young persons, male and female, it would be difficult to find, even among a higher class. Many so trained are now honourably filling private and public situations of responsibility, many are still satisfactorily discharging their duties here.

I know that the better a poor Jew is educated the better he discharges his domestic duties to his family; he observes a more sacred Sabbath; he does not use profane language; he avoids public houses; he works cheerfully for a bare pittance, and is at all times willing to live on a dry crust that his children may not know the want that pinches him.

Drunkenness and prostitution are vices all but unknown among the Jewish poor. I attribute this immunity from two common evils partially to the influence of that species of education which consists in the knowledge of prayers.

Four evening schools for adults are now at work for the benefit of the London Jewish poor. The most regular attendants are

those who were the best educated as children. Whenever the discipline of the school militates most against home convenience, it is always the best educated parents who make most ready sacrifices to support the authority of teachers.

Not only among Jewish, but equally among Christian poor, I have observed that the better and more trustworthy servants, the most honest dealers, and the fairest traders are those whose education has been most brought into the business of life. Considering the unpractical nature of all past educational schemes, and the little, save reading (and that seldom a taste) that adults have had to retain for use, I often wonder that the results are so satisfactory. Perhaps Jews present better results than others, because their education introduces so much sound religious morality into their domestic and business habits as children that they cannot quite carry out their duties as Jews without retaining and practising some of it as adults.

ADDENDUM.

I would provide for the education of children of all classes irrespectively of the conditions of their parents. The children of paupers and criminals should find their homes in unions or some similar asylums, and their education should be paid for by the public. As the law recognizes what is termed a drain on the parish, perhaps it would be fairest that the necessary funds for such education should be provided out of the poor's rates; but in all cases, as well as in cases of deserted and destitute children, I should strongly recommend industrial training in preference to any other, as the means of rendering these unfortunate youths independent of their antecedents. Connecting the prejudices of society with the status of such children, perhaps, as an extension of the premium idea, emigration, properly carried out, might be the readiest way of securing for them a fair starting in life. In the education of these classes, social economy *must* occupy a prominent position if the children of paupers are not themselves to be chargeable on their parish, if the children of criminals are not to tread in the footsteps of their parents.

STANDARD OF EDUCATION, AND ACTUAL STATE OF EDUCATION.

In order to afford some evidence of the present condition of the Jews' Free School, I annex five examination papers given to boys in that establishment last week. The questions were prepared by the examiners without any communication with either teachers or boys. All that the former knew were the subject of examination; all that the latter knew were the text-books. It is to be observed also, that this being the first year of the existence of the scholarship (which was only established three months since), little time has been had for preparation, and consequently a somewhat low standard has been kindly adopted by the examiners. Algebra has, from circumstances, been omitted; it will hereafter form a subject, so too will physiology.

MOSES ANGEL.

Jews' Free School, June 1, 1859.

The Hon. and Rev. Samuel Best, Rural Dean, and Rector of Abbot's Ann, Hants.

1. I AM rector of an agricultural parish in Hampshire. I have given considerable attention to education, having for 28 years had the management of a school. As rural dean, I visit annually the schools in 16 parishes. I am Secretary of the Hants, Wilts, and Dorset Adult Education Society. My experience applies to the classes indicated by the Commissioners.

2. I think, that regard being had to the condition and circumstances of the parents, we ought to be satisfied if we can keep the boys until 12, and the girls until 14, in the day school. This should, I think, be required, I might say enforced, by some legislative enactment protecting children. So valuable, as a basis of all special education, is a thoroughly good general education in principles, that I do not think the individual could be a sufferer by it, whatever might be his business or occupation, while the public would gain greatly in more highly skilled workmen. This was admirably shown in M. Escher's evidence given before the first Poor Law Commissioners.

3. It is difficult to specify the amount of education children could be reasonably expected to receive in any given time, it is dependent on too many contingencies. Nothing should be spared to give to every child the best and highest class of education; a necessity overruling all our efforts will limit the quantum to the condition and circumstances of each, and thus, if it be necessary, redress the balance. Should it open the way to distinction, or admit into the higher classes those who are favoured and talented, it would do no more than our Constitution provides for, and contemplates. A mistaken view of education is often taken, and has of late years been supported by many whose opinions carry weight and authority; I refer to the opinion that a few things learnt thoroughly, which, under the conditions, I must deny to be possible, is a better education than such a general acquaintance with principles as is spoken of disparagingly as a smattering. With this opinion I cannot agree, nor will it be borne out either by any just definition of education, its true nature and character, or by our practice. I contend that it is impossible we can learn anything *thoroughly* before 12 years of age. In every case, whether in higher or lower life, all such knowledge is rudimental and elementary: it is an outline merely, which is afterwards to be filled up—among the higher orders at the university or in the pursuits of life, and among the lower in the workshop, in the pursuits of labour, or in the special instruction which ought to form part of their education.

The shorter the time that is allowed for education, the more widely and generally should we sow the seed, that according to the tastes or circumstances of the recipient, some of it may hereafter come to maturity. The necessary work of division of labour in life may thus be done for us, and that not by cramping the ever-varying intellect by uniform studies, which to many will be distasteful, but by giving to all such a choice, that if there be energy and industry, they cannot fail to make, in some respects, a judicious selection. There are, doubtless, subjects equally necessary to all; I would

specify religious knowledge and discipline, but I have yet to learn, after long experience, that these need be either special or sectarian. They must rather, on the contrary, of very necessity, be rather simple and elementary. The catechism is obtrusively thrust forward, but this surely is rather as a standard than a manual. It is offensive to speak of the catechism as elementary. If it mean the catechism by rote, it is trifling with it,—if it mean the catechism intelligently understood and proved, it is far more than a child within the given ages is capable of doing. There can be no reason why the children of all Protestant denominations should not be educated together, as far at least as elementary education is concerned. Other subjects, essential to all, are grammar, with a knowledge of our mother tongue, and arithmetic. Both of these are means of training and disciplining the mind, and in both we cultivate the media through which all other knowledge is to be conveyed. Let me add that I consider a knowledge of the principles of natural philosophy and chemistry of very great importance in awakening the intellect and laying the foundation of the work of life, and that under grammar and a knowledge of English we should include the derivation of our mother tongue, traced back to its sources, so as to render its use accurate and not conventional. I cannot see how this can be accomplished without a knowledge of the accidence of Latin.

A further question is asked, whether "music, drawing, and other "matters of taste," are important? I should answer, most important, but in their effect on education, and on the character formed by it, I would reverse this order and read it, drawing, matters of taste, and music, not undervaluing either, but giving a preference to drawing and matters of good taste over music, which has many advantages, but also some disadvantages in the encouragement of conceit and other failings, which tend to injure character.

4. These are all more or less means of providing for the shortcomings of elementary education.

(a) Sunday schools can never be looked upon as a real or efficient means of education; they fill a gap, and may perhaps supply the deficiencies of doctrinal teaching. With evening schools they may assist to make up the number of hours allotted to education, but Sunday schools are held at a great disadvantage, and are often very irksome to those who have no other day of rest.

(b) The half-time system can only be made applicable in agricultural districts, by shortening the hours of boys' labour, and so enabling them to attend evening schools.

(c) Industrial and domestic training are excellent, and I should like to see it applied to every workhouse, but it is to very few schools, and those only large ones, and under particular circumstances, that it would be applicable. The schoolmaster is seldom efficient as a trainer in industrial pursuits, and to be carried out successfully it would require two teachers.

(d) Good evening schools as a partial substitute for the day school, are great desiderata. They have sprung up very generally within the last few years in three counties, Hants, Wilts, and Dorset, with which, as secretary of an adult education society, I have an educational connexion; but the movement is only yet in its infancy, and these schools by no means occupy the position they ought to take up. Very few profess anything beyond scriptural knowledge,

reading, writing, and the four first rules of arithmetic. The evening school to be efficient should be a continuation or class of the day school. The difficulty is the second master. The society I speak of (and whose papers I send) has endeavoured on a small scale to meet this, and with some success.

(e) Mechanics' institutes must be reconstituted before they can be efficient for educational purposes. The lecture is looked on merely as a means of passing time pleasantly. Our society offers to examine on lectures with the hope of utilizing them, but it has only in very few instances succeeded.

(f) There are lending libraries attached to almost all our reading rooms and institutes, but it is light reading that prevails.

(g) The Hants, Wilts, and Dorset Society has a prize scheme which has been in operation now four years, and has I think produced very good results. It is not competitive. If the candidate's papers produce a certain number of marks a certificate is given. If they exceed that number of marks a prize is added in books, rising according to the excess; 83 have been examined this year, of whom 52 have earned certificates. I enclose the Report.

(h) On this I think there can be no difference of opinion among educationists. At the same time I would submit that competition is both unequal and unsatisfactory. If a diploma from any recognized bodies, as the Universities or the Society of Arts, was required from every candidate for office as a condition of nomination, the diploma would be generally sought and education would be proportionately extended, while the nomination might then be left free and unfettered in the hands of those with whom the patronage and responsibility rests. Many of the objections to the present system would be thereby removed.

5. It should never be gratuitous; make its advantages so great that it will be sought. Extend the scheme now embracing Government offices to *all* places of trust in public and quasi public establishments, as the railways and all companies incorporated with special privileges by royal charter; education would be thereby promoted and the lives of thousands saved from jeopardy, which are now risked by incompetency and ignorance. There may be exceptional cases, but they are very few, as widows, and large families with disabled parents. In any such exceptional cases the payments might be made from the rates, but there are two dangers to avoid, 1st, making education cheap, which is synonymous, in the eyes of the labourer, with undervaluing it; and, 2ndly, throwing it into the hands of the ratepayers, who, had they any control over it, would, in a majority of instances, take as their master the lowest bidder, and thereby defeat the object and wishes of the friends of improved education. If paid from the rates, it would be difficult on constitutional grounds to take it out of the hands of the ratepayer.

6. It falls very far below it; a good school, even of the ordinary and much lower standard than that which can be considered sufficient, being the exception instead of the rule. In the district with which I am connected, out of 16 parishes there are but three schools under Government inspection. "The nature and extent of the "deficiencies" are, that in very few of these schools are even reading, writing, and arithmetic with scriptural knowledge taught intelligently.

7. I believe the causes of these deficiencies to be mainly attributable to (a), "deficiency of funds."

(b) "Unskilful teaching, and bad choice of subjects;" that is, rote teaching on old methods, unintelligible and uninteresting to the child, and subjects not of a practical nature, and having no bearing, in the judgment of the parents, on the life or advancement of the child. Consequent (c) "want of interest on the part of the "parents."

(d) "The value of the labour of the children," from the very low and inadequate rate of wages of the parents. (e) "The bad "management and bad organization of the schools."

(f) There can be no doubt, that the greatest social evil and obstacle in the way of all improvement is the condition of the cottages. On this the public-houses and beer-shops thrive. The conduct of the poor may, I think, in this be defended. They can seldom be said to have a home. In this country, the carters and carter's boys, hired from a distance, generally sleep in what is known as the tallet or loft over the cart stable, where they have no fire nor light, and go to the room of the public-house as the only place where they can spend the evening. An effort has been made to meet this by the establishment of reading-rooms, and has, I think, partially succeeded.

8. I consider the principle of the Government system of aid good, but its details faulty. It aids most the places which ought least to require it. The basis of assistance being numbers, it is evident that the largest places have the most assistance. They *may* be the poorest, but this by no means follows, and very often, as in towns, this is far from being the case. The efficiency of the school is made largely to depend upon this,—the master is paid for instructing the pupil-teachers; their number is determined by the number of the school, and its efficiency depends on the staff. No school, to be efficient, can be divided, as age, &c. require, into less than 4 classes, at least such is my experience; and each ought to have its teacher. It signifies not whether the school be 100 or 25. It is not on numbers that the condition depends. Every school ought to have four teachers, *i.e.* a master and three pupil-teachers, and without this no comparison should be instituted between schools. Again, without this, it cannot be expected that the most efficient masters will hold village schools, while, at the same time, the village school and country life will ever be by far the best training for the future masters, who are to grow up out of the pupil-teachers. The difficulty is, no doubt, financial; but this, I conceive, might be met by different arrangements. Each pupil-teacher now costs 75*l.* for his own expenses, and at least 20*l.* for his teacher. This at 10*l.* for the first year is inadequate, and very often obliges the managers to put aside the best and take an inferior boy whose parents can meet the first year's expense. If the age were raised to 14 or 15, and 15*l.* a year paid for 4 years and in advance, the difficulty in the selection would be got over; the money would be sufficient for the boy's support, and 15*l.* would be saved on each apprenticeship, while this money, spent in paying the teacher some small sum for every child, capable of passing the pupil-teacher's examination, would, at the same time, raise his salary, and tend to keeping children longer in school. The capitation payment has the same objections I have before mentioned,

as depending on numbers only. The training colleges are a most costly way of accomplishing an object, and even for that object, of doubtful efficiency. There is a very large number of the poorer schools which can never derive any benefit from them. The masters trained in them are beyond the reach of more than one school in 10, and it is the 9 we should endeavour to improve. Two or four such establishments might be desirable to provide for the higher class of schools in towns, &c., but for the lower class of country schools the pupil-teachers ought to provide a sufficient supply, particularly if they were to remain one or two years as assistant-masters, and during that time aid in taking the evening school. It may be doubted whether, for the management of a school, they would not go out practically better prepared than from a college, where school practice is only occasional. They would afford most efficient aid, and be a great relief to the master. Having dwelt thus long on the deficiencies of the system, let me make amends in a single sentence. The schools under Government inspection are, as a rule, the only good schools in the country, and we cannot too highly appreciate the assistance the system renders and has rendered.

9. Of pauper schools I have had no experience, and of reformatory schools very little. I should be glad to see the plan proposed for district schools in connexion with the workhouses revived. I conceive that in all cases they should be industrial.

10. I believe it to stimulate and increase voluntary liberality. I do not believe there are any conscientious objections to the Government system. Want of co-operation proceeds from a jealousy of interference, and a misunderstanding of the nature of the interference claimed.

11. I hardly know any endowed schools that are not more or less abused. They are generally most inefficient, and I entertain a very strong opinion that the legislature should interfere.

12. (a) I would.

(b) Yes.

(c) I have entered into it fully in answer to No. 8.

(d) By district inspection I conceive that time and expense might be saved, and the object more perfectly carried out.

(e) No further than it at present exists aided by grants.

(f) I have before referred to the question of rating. In the general and ordinary sense I consider it impracticable. It would have all the objections of the Church rate without its prestige, "Upon what objects it should be lawful to expend" it, and how "the schools should be managed," would open endless questions of dispute.

(g) As part of the public property of the country set aside for charitable purposes, I should like to see a power given to the Charity Commissioners of dealing with it, and of forbidding the salaries or endowments being paid without the certificate of Her Majesty's inspectors.

(h) In an agricultural district one chief requirement is a good evening school. A reading room is also as essential, and the tastes resulting from them are, I think, our best hope of remedying the present degraded and demoralized state of our population, and bringing about education in its proper sense.

13. I should like to see attendance at school made compulsory from 4 to 12 in boys, and 4 to 14 in girls, unless under special exceptions, and both parents and employers made responsible. The other questions I have before answered. I have already spoken as to the difficulties of religious belief, and do not find them in practice to exist, unless raised by inconsiderate partisans or by injudicious treatment. It has been my own practice that the catechism should not be taught in the day school; it is confined to Sunday. The master is a churchman; the prayers are selected from the prayer book, and a passage of Scripture is read twice a day. In only one case, and there are many dissenters, has this been referred to. That case was that the children of a family were sent because the catechism was not taught; at the end of six months they asked, with their father's full approbation, to come to Sunday school, and they continued to do so.

14 and 15. The qualifications of masters and mistresses of schools and of dames' schools in this district are generally very low. The schools under inspection are by far the best, indeed generally good, and there are a few good infant schools, but the teaching of very many is painfully below par. Of private schools I have but little experience, but from the boys who have come to us from them (I am referring to middle or commercial schools), and come under my notice, I should form a very unfavourable opinion of them. With respect to training colleges I have already spoken. The state and circumstances of our schools, and the probability of raising adequate salaries, must be taken into consideration before the question can be raised. If the salary raised with difficulty for each school be ascertained, and I think it is very desirable that it should be, the necessity of providing a lower class of teachers to take our lower class schools will be evident, and these I have already said I think could be procured from the pupil-teachers without the intervention or the expense of the training college. Under the present system, which is an admirable one, of determining or raising the certificate, or augmentation, by the state of the school, the successful teacher might be easily placed in his true position, and a great stimulus would be given to exertion. It should be always borne in mind that the cleverest and most talented is not always, I might say very rarely, the best master, and therefore our examinations and certificates do not always indicate the excellence which we are most desirous of cultivating. I have heard complaints of masters being dissatisfied with their position. I cannot say that I have found it so, and I fear that where it is so, it is too often the result of injudicious treatment, of which the master is sometimes the victim.

16. It works well, and raises a very useful and intelligent class. It has been my own practice never to take pupil-teachers from my own parish, but to get my own boys out and take strangers. The advantage of this is, that I have them all lodged together under a dame, placed there by me, who boards them, &c., &c. I advance the money for their first years, and repay myself when their money is paid; of course, on the completion of the apprenticeship, paying over the balance, which is sometimes considerable. It would be a great boon in many cases, and remove difficulties, if this money were paid in advance.

17. (c) By a combination of the two, the master having a certain portion of his salary fixed and half the school fees.

18. I cannot conceive that in theory or in practice a doubt can really be entertained as to the good effect, both morally and intellectually, of education. I deny the aphorism that "a little know-"ledge is a dangerous thing." However little, it is good, and rises in value in exact proportion to its extent. It is unreasonable to suppose that education, or any *one* means, will act as a panacea in removing all evils; but education is a very important means of bringing all the better influences to bear, of enlarging and liberating the faculties, in fact, of giving the child the power of discerning between good and evil, and without it there is little or no hope of leading him to do anything for himself. Beyond the province of the educator, but intimately connected with it, are better houses with good gardens, and a good and safe system of provident exertion. The three combined have so altered the condition of this parish as to render their good effect very manifest to those who have watched it. I do not now speak of it as by any means satisfactory, only as by comparison. At the passing of the Poor Law there was not a labourer or mechanic in the parish who had not received relief; a large portion of the children were shoeless and stockingless; and the population was crowded, I may say huddled together; the school was on the old-fashioned scale, and insufficient. The houses are now much better, and most of them have gardens attached, or allotments. The largest portion, if not all the population under 30, can, in a qualified sense, read and write, and very many have carried their education far enough to be able to read fluently and well, and to make use of and enjoy a reading-room, which for the last four years has been open every evening; as a proof of this I would mention that they have read several plays of Shakespeare, taking parts. I mention these things to contrast them with what I have before stated, and hereby prove that education has borne its fruits. It has not done what could be wished, and perhaps what the sanguine would expect; but, allowing for most of those who have been best educated leaving the parish in quest of better wages, and uneducated persons having been brought in to take their place, it has done as much as might be in reason expected. With respect to provident exertion, one of the means of improvement which I have indicated, I may say that out of a population of 580, a society on the principle of a minor savings' bank has existed for 28 years, that it numbers nearly 500 members, and has saved and funded 1,800*l.* I will not venture a thought or a judgment on the moral state of the parish tried by any standard; I am only anxious in answering your question to tender the facts in proof, and to attribute whatever result there may be under God's blessing to the three most prominent causes, improved education, improved dwellings, provident exertion.

Sir, Abbotts Ann, 8th July 1859.

In forwarding these answers I beg to apologize for the length to which they have run. I enclose with them some papers and the Report of the Hants, Wilts, and Dorset Adult Education Society to which I have referred, and the rules of the reading-room

and of the provident benefit club, in its latest form, to which I have also referred. I beg to subscribe myself,

Very faithfully yours,

To the Secretary,
Education Commission.

S. BEST.

The Rev. J. W. Blakesley, B.D., Vicar of Ware, Herts, and formerly Fellow and Tutor of Trinity College, Cambridge.

I.—STANDARD OF EDUCATION.

July 2, 1859.

2. I THINK it both practicable and desirable that the school education of boys should continue to the age of 12, and that of girls to 13 or 14.

3. Within the time just mentioned both sexes might be taught to write and read well, to cast accounts, and so much of geography and history (English and sacred) as would enable them in after life to read both the Bible and secular books of a popular character with pleasure and profit to themselves. Education in drawing I should confine to the tracing the outlines of *regular figures*, simply as a training for the eye. Vocal music, I think, might very often be added, if the power of giving instruction in it were common with schoolmasters. But everything beyond reading, writing, and arithmetic should, I think, be taught *orally* by an intelligent master, and in no other way. If the reading books are well selected (as, for instance, the National Irish books) nothing more is wanted than an intelligent teacher; but this is a very different thing from a trained master.

In the case of girls, instruction in needlework appears to me essential, and that in the duties of domestic service highly desirable.

4. I have not a very favourable opinion of the effect of Sunday schools, where the day school is efficient, and where there is a reasonable expectation that the children will be taken to a place of worship by their parents. Where there is no good day school, and where the parents are altogether regardless of their religious duties, the Sunday school is doubtless the best alternative. But I think that nothing which tends to quench the smouldering fire of family life in the poorer classes should be regarded as anything better than the lesser of two evils. The best social effect of the institution of the Sabbath is (in my opinion) the opportunity it gives for common enjoyment to all the members of the family. I would far rather see the children of my school go with their parents to a dissenting meeting, than take them without their parents to church.

(b) I have had no experience of the working of half-time systems.

(c) I have no faith in industrial training for boys as a general system, but I believe domestic training for girls wherever it is possible, is likely to do much good.

(d) Evening schools are, in my opinion, excellent things if they be confined to two objects, 1, the elementary education of *grown men*, who have not been at school at all; 2, the *further* education of youths who have made *good* use of elementary schools as boys. If they attempt any other object they become a discouragement to the ordinary schools, and very much increase the difficulty of enforcing regular attendance, which is the first condition of success, in these.

(e) Lectures and Mechanics' Institutes are excellent things,—not for teaching, but for exciting the desire for instruction. I set up one of the latter some years ago in my parish, and it prospered much so long as I was able to lecture there myself. But upon my being compelled to give up this work by a bronchial affection, its character soon changed. The lectures (such as continued to be given) became perhaps more creditable to the lecturers, but certainly less adapted to the working classes; so the fustian jackets gradually disappeared, and were succeeded by an audience of shopkeepers' wives and daughters. The institution has continued to exist as a cheap reading-room, where several newspapers are taken in; but the ordinary members are in general not working men, but small shopkeepers.

(f) Free and lending libraries are no doubt beneficial, but in 99 out of every 100 parishes the real problem is not to provide books, but to generate a taste for reading.

(g) I have no faith whatever in prize schemes or prize endowments for producing any healthy advance in popular education, and very little in them for any other purpose.

(h) This question is partly answered in the last; but I think the principle of modified competition might be made to produce good results. This, however, would be (in my judgment) by a very different course than that which seems likely to be entered upon, and which appears to me pregnant with evils of many kinds.

Examiners as to proficiency in every other kind of education than that of the very highest order (and in most cases even then) should not attempt to do more than *classify* the candidates who offer themselves. If they try to do more, *i.e.* to *arrange* them, they will exhibit differences where there is no real distinction, and lead the way to an universal degeneracy in the education of the country. A good school is conducted on altogether different principles from a racing stable; but if its merit is to be judged by the places its pupils obtain in a "middle-class examination," this will cease to be the case; instead of the master making it his business to develop normally the faculties of his scholars, unequal as they may be, and to bring all the soils, poor as well as rich, to such degree of perfection as they are capable of, he will be tempted to neglect all his boys but those who show some promise of distinction, and to train these with sole reference to their performances in the examination to which they are at some distant time to be subjected.

Some years ago I wrote a pamphlet upon the ill effects produced at the University of Cambridge by the undue stimulus of

excessive emulation even there; and I enclose a copy, in the hope that the Education Commissioners will honour it with a perusal. If they will do that, and then reflect what aggravated bad effects are likely to follow when candidates are of the ages of 16 or 17 instead of 21 or 22, and when the same kind of stimulus which now operates on a few private tutors in the universities is brought to bear upon the enormous class of private commercial schoolmasters throughout England, they will (I think) pause before they give any indirect sanction to a theory which seems to regard the producer of prize gooseberries at a horticultural meeting as the true type of a successful educator.

My own feeling as to the proper course to be pursued with regard to minor state appointments may be expressed by some such recommendation as the following:

Let all persons desirous of Government appointments for their sons or wards send in the names and description of the candidates at specified times to any given board, whose duty it shall be as a preliminary to ascertain the general respectability of the parties. Supposing the inquiries satisfactory, and the conditions of age, health, &c. satisfied, let the candidates be subjected to an examination in subjects not specified (other than generally) beforehand, and, after examination, distributed into three classes only. The first of these should contain only the names of those who, in the opinion of the examiners, are of decidedly distinguished ability, arranged in alphabetical order. Let this list be furnished to the heads of departments, simply as a recommendation to them on the best authority of persons who promise (*ceteris paribus*) to do the State better service than most claimants for employment. The second class should contain, similarly arranged, the names of those who have shown themselves well or even fairly qualified for appointments, but whose abilities and attainments are not so much above the average as to place them in the number of those who ought to be specially recommended. The third class should be made up of such as are inferior to the last-described standard, and *to these no appointments should be given.* But I would leave the choice out of the first and second classes entirely to the heads of departments, who are responsible for their employés. The exclusion of the third class would prevent the nation from suffering wrong; the suggestion of the first class would bring decided ability under the notice of those with whom the distribution of patronage rests; and the wide range of the two first classes would allow a legitimate scope for the exercise of private judgment. And the minister would be protected from the solicitations of his supporters, while the *modified* competition would prove a healthy stimulus to the industrious and middle classes without corrupting the practice of the schools where they are to be educated.

5. My opinion is altogether against the supply of education to the poor gratuitously; but in most cases they will not be able to do more than defray part of the expenses. The current expenses of my own schools (boys, girls, and infants) for last year amounted

to 195*l.* 2*s.* 8*d.*, and of this sum, 5*l.* 2*s.* 7*d.* was the repayment of the school fees paid for more than two children belonging to the same family. The school fees for the same period amounted to 83*l.* 13*s.* 1*d.*, being 2*d.* per week for each child whose parents are alive, and 1*d.* per week for the same when the father is dead. But where there are more than two children in one family, the payments for *all above two* are returned at the end of the quarter, *for every week in which the attendance has been perfectly punctual and regular.* This regulation has a most admirable effect in improving the discipline of the school, and indeed of the family also, and diminishing the tendency to ask for leave of absence where the necessity is not cogent.

It cannot be expected, however, that where there is no school, and the advantages of education are comparatively unknown, the working classes will be able or willing to set a school up. At the same time great caution is requisite not to forestal their wishes too much. When I came into this parish the schools were insolvent, the numbers very small, and the discipline miserable; the parents constantly threatening to take their children away if their humours were thwarted. There are now nearly 300 children on the books, there is an annual surplus, and a repair and building fund of nearly 150*l.* has accumulated, although the salaries of the master and of the mistress of the girls have been in the meantime increased. The parents now consider it a misfortune to have a child turned from the schools, and do not dream of indulging in the complaints which used to be habitual. The working class is now, with the exception of the loosest and most disreputable characters, quite sensible of the advantage of having elementary education at their command at so cheap a rate as 4*d.* a week for a family, however large. I have found by conversation with the older people, that 40 years ago, some few used to make great sacrifices to get their children taught. One man especially told me that he had been himself an ordinary labourer at 12*s.* a week. He had three sons, who became maltmakers, and these he had sent to school, paying for them the weekly sums of 8*d.*, 9*d.*, and 1*s.* respectively. Such strength of character as this implies must of course be rare, but I am quite certain that the same thing in kind is far more common than is generally imagined, and is too often impaired by ill-directed zeal on the part of promoters of education, who sometimes carry their efforts to the point of bribing the poor to send their children to school.

My view of the true policy to be pursued is, that where there is no school, one should be established by private subscriptions, aided by public grants, if necessary; that the private subscriptions should be continued for the purpose of setting the whole afloat, and, for a time, preventing its efficiency from being impaired; but that the managers should always keep in view the desirability of rendering the system self-supporting, and consequently that the subscriptions should be allowed gradually to diminish as the school pence increase. Where the clergyman is allowed to have his way, he will, if judicious, endeavour to decrease the *amount* of subscrip-

tions, but to increase their *number*. It is a desirable thing to induce very small shopkeepers to subscribe their half-crowns, or even shillings, and thus promote an interest in the question of education among very humble classes. Sometimes there are two or three very liberal people in a place, who are willing to contribute large sums; but this should not be allowed if it can be helped, for it discourages those who would subscribe small sums, and produces a vague impression that it is the exclusive business of the rich to pay for the education of the poor.

II.—Actual State of Education.

6. In my own parish, the moderate standard I have above defined is, I think, gradually being approached. The great obstacle to its attainment is the traditional taste for coarse and sensual enjoyment which pervades the population, partly owing to the causes which have already been adverted to. If working men see their employers take little delight in anything but eating and drinking, they are not prone to form a higher ideal for themselves. The lowest class, therefore, will not be much elevated till that immediately above them is so. Many employers in my parish cannot read or write so well as some of the boys in the National school. In cases such as this, the establishment of a good middle school is the proper step to be taken; for it may be received as an axiom, that the standard of education of the middle classes is, in every locality, a practical limit to the standard of the lowest. When the latter treads too obviously on the heels of the former, jealousy springs up, and subscriptions begin to be withdrawn. The old cant about over-education is renewed, and the managers soon become sensible that there is a latent opposition to their efforts. These remarks apply especially to elementary boys' schools.

As regards the girls' school, I find great difficulty in obtaining a sufficient amount of work for the instruction of the children in sewing. From the nature of the case, they do their work badly at first, and when it is sent home its quality discourages the sending a fresh supply. I think, too, that most schoolmistresses (especially those who have been trained) are not in general willing to bestow the amount of pains they ought on teaching sewing or domestic work, especially the last. A very intelligent housemaid would make a better material for an elementary schoolmistress than most of the young women I have seen in training colleges.

IV.—Character of the existing System of Government Aid.

8. My opinion of the existing system is, that it is very good, and can scarcely be mended consistently with the fundamental principles of equity in a country like England, in which religious divisions are so strongly marked. I do not believe that conscientious objections to it are entertained by a hundred persons in all England who *think for themselves*, and whose opinion is worth having upon any subject. Of course there are many localities which are not benefited by it; but I see no help for this. It is

impossible to lay down any rule which will meet all cases. The present system stimulates voluntary efforts in a way which no other plan would.

9. Of reformatory schools I have too little experience to be able to offer remarks of any great value. What I have seen impresses on me the belief that their success will entirely depend on the zeal and intelligence of the person who conducts them. He must possess both these qualities in a very high degree, if he is to do good, and I greatly fear it is hopeless to expect a whole class of persons to spring up so qualified.

Of pauper schools my opinion is much more decided. The present system is, in my judgment, as bad as can be. I would unite the children of several unions in one good school by themselves, and entirely separate them from all contact with adult paupers. In the case of deserted and destitute children I would even proceed a step further; I would remove them by ship-loads to one of the colonies (say, New Zealand), and give them a good industrial education, sending them, as it was completed, to a colony in which a career of prosperity would be open to them. Each ship should be an infant school, having no passengers but the deserted children, nurses, and a good infant schoolmaster, so that their education should commence from the moment they embarked. Deserted children have, in fact, no relations and no country, and the State should provide these for them. If they remain here, they remain without any of the wholesome influences which keep other children in the right way; their only acquaintances are those they have made among the paupers, from whom they imbibe nothing but evil, and they almost invariably turn out ill.

I have not sufficient experience of the children of criminals to warrant me in offering any opinion as to their specific treatment, further than that any system that deals with them should (I imagine) include the precaution of separating them effectually from the influence of their connexions.

V. and VI.—Endowed Schools and Suggestions.

11. The endowments which exist here and there for the purpose of education might be rendered much more effective if large powers were given to a Central Board to deal with them. The natural tendency of the middle classes is to jobbing and local prejudices, and they are the worst possible repositories of power in matters of education. I think it would be an excellent thing to render all bread charities available for educational purposes; but the mode in which they should be applied ought to be decided by commissioners. Generally speaking, it would be well, where good schools exist, to make the funds over to these, subject of course to conditions of inspection. I am very desirous of seeing Government inspection of Middle schools; and this might reasonably be insisted upon, whenever either a grant from the consolidated fund was made, or the division of the funds of a local charity sanctioned.

13. I should be sorry to see a compulsory rate for educational purposes, or attendance at school enforced by compulsion, or indeed any measure of any kind which would cause education to be looked upon with disfavour by any class. Education should be invariably and in every respect treated as *a great benefit*, and neither forced nor given gratuitously except where the gift is obviously—as in the case of building a school—an act of extraordinary benevolence. To place education under the control of the State, (except so far as the right of inspection in return for pecuniary aid goes,) would be, in my opinion, a very great mistake. The advantages of knowledge to its possessor, and the zeal of benevolent individuals, are the two great moving springs of educational progress. What the State has to do is to afford as much scope as possible to the operation of the former, (as, for instance, by insisting on an educational test for the enjoyment of some appointments, and, perhaps, for the possession of electoral rights), and to furnish guidance (as by inspection, by the creation of exhibitional depôts, by the circulation of information, &c.) to the latter. Whatever of this kind tends to make the people *seek* instruction is an unmixed good; whatever tends to supersede the necessity for their seeking it is (in my judgment) an unmixed evil.

VII.—Teachers and Training Colleges.

13. I have little doubt that the Training Colleges produce a large balance of good; but at the same time they send out a considerable number of teachers into the world whose talent for teaching bears the smallest possible ratio to the amount of the instruction they have received.

The object which all good education keeps in view is to develop and strengthen powers rather than to convey knowledge; but from the very nature of the case in the training schools, where a considerable "*course*" has to be completed, the secondary object is very apt to become primary, and the primary secondary; and the pupil is at length turned out able to pass a very good examination, but a very indifferent teacher. A really well-educated person has *thought* a great deal, has taken the knowledge put before him to pieces, and recombined it in many different ways; but there is no time for a pupil in training to do this, and, in very many instances, he or she does nothing more than "flower" at the time of the examination, and degenerate continuously afterwards. Indeed, it should be remembered that almost all examinations (certainly all conducted by paper questions), test nothing but industry, *perceptive* intelligence, and docility; whereas a good teacher must possess energy of character, *adaptive* intelligence, and that sort of mental constructiveness which very often in a learner takes for a time the guise of indocility, or even stupidity. The pupil who will afterwards become a teacher, is like the child who breaks his playthings to pieces; the merely successful examinee is like the one that takes perfect care of all that are given to him.

The only remedy which I can suggest as a partial check to the evil I have adverted to, is to increase, both in the training and the final examination of pupils, the amount of *oral*, and diminish that of *written* or *printed* communication. Examinations by papers have superseded all others, partly perhaps from the power they give of examining large numbers in a short time, and partly from the apparent fairness which results from them in the assignment of distinctions. But their predominance is fatal to the development of the important faculties of readiness, self-possession, clearness of thought, and perspicuity of expression (and those qualities are, next to honesty of purpose, the most valuable which a teacher can possess), and they lead to a style of instruction which is spiritless and mechanical.

Trained teachers would be far more satisfied with their profession and their social position than they usually are, if those who have to do with them would talk less about the high dignity of their calling, and show more by their practical conduct that they have a real sense of it. But it must be allowed that the half-knowledge of a great many things, of which the education of the average trained teacher consists, is very apt to produce social discontent.

17. No general rule can be laid down about the payment of schoolmasters and mistresses. Payment by stipend has a *tendency* to produce indolence in the master. Payment by fees has a *tendency* to relax his discipline. But neither of these effects are certain to follow. Judicious managers will endeavour to make the master feel a pride in the condition of his school, and, where possible, will always make him a sharer in its prosperity.

VIII.—Results.

18. My opinion of the effect of education upon the poor is that almost unmixed good results from it; and that the only question between rival systems is which produces the greater benefit. My own belief is that it is desirable to make religious instruction a part of the ordinary business of an elementary school; but a purely secular education (if such a thing is possible, where all instruction must be in the vernacular language of a nation that has been Christian ever since it had a literature at all), would in my judgment be an incomparably better thing than ignorance.

Abstracting all consideration of the substance of the instruction given in a school, it is obvious to every one that from the mere discipline of it, habits of cleanliness, punctuality, order, obedience, and self-control are generated in the scholars. This benefit would follow even if the teacher were a Mahometan or a Buddhist. Further, the intellectual powers which are developed, such as the power of concentrating attention, the power of comparison, the memory, the logical faculty, are at any rate organs of intellectual enjoyment in after life; and their cultivation gives, if nothing else, a vantage ground for resisting the impulses to sensual gratification, and increases the chance of the child not growing up a mere animal. But what is left out of sight in disputes on the subject of education, is that even the most secular literature of this country

has a Christian leaven; and that a moral standard is taken for granted in it which, if in one point it may differ from the Christian one, agrees with it in ninety-nine. Disputants suppose that, because the character of a moral code is ultimately defined by the religious ideas of the nation which accepts it, therefore moral habits cannot be inculcated without the communication of those religious ideas. But the whole practice of life is a refutation of this notion. Every child is born into a certain moral atmosphere, and made to accept without hesitation as "good" or "bad" what passes current as such in its own circle. If the child of an English labourer tells a lie, the father corrects it without any reference to the moral theory which regards truth as a virtue, or the religious views which are involved in that moral theory. If he were a Hindû he would not correct the child, but in abstaining from doing so, would just as little as an English parent be conscious of the connexion between his act and the moral and religious systems to which he adhered. In other words, in the dealing with common people and with all children, the current morality is and must be accepted as axiomatic. In a Christian country this morality is Christian; in a non-Christian country it takes different colours according to the character of the several religions. In England I believe it would be perfectly impossible, while English books were used, to give a pagan education, let the instructor try as much as possible to do it.

The whole question between religious and secular education has been popularly put upon an altogether false issue. By expelling religious instruction from education you do not really at once secularize the latter, for all the materials you needs must use are imbued with the results of Christianity: the morality of the literature is Christian, and so are the sympathies appealed to. Let us imagine that from this moment all religious instruction were to cease; the moral deterioration for the next generation, and probably for several other generations, would be very gradual. In the existing literature, and the existing public opinion there is, so to speak, a vast accumulation of Christian thought and feeling to be used up, which would continue for a long time to exert enormous influence. What you would do by expelling the religious element from your educational system is to dry up an important source from which these beneficial influences flow. Hence it follows that, while it is a most pernicious *principle* to lay down that education should be separated from religious instruction, it is no less an error to suppose that if a school happens to have been set up on that principle, good cannot proceed from such education as it furnishes. The true description of such a system would be that, so far as it goes, it forces the rising generation to live upon the existing moral and religious capital, and thus tends to bankruptcy in some future generation.

J. W. Blakesley, B.D.,
Vicar of Ware, Herts, and formerly Fellow and
Tutor of Trinity College, Cambridge.

The Rev. Samuel Blackall, M.A., Perpetual Curate of Ixworth, Suffolk.

SIR, Ixworth, Suffolk, June 13, 1859.

MY engagements have prevented my attending until to-day to the questions contained in your letter of the 24th May. I now send answers to those on which my experience has led me to form an opinion.

1. As perpetual curate, for the last eleven years, of a country parish containing about 1,200 persons, I have had under my management a boys' school, taught by a master, and a girls' school, taught by a mistress, neither of whom are certificated. The population is chiefly agricultural, but there are also a few tradespeople.

2. Labourers' sons should not leave the day school before the age of 12, nor remain after 14, their industrial training being in the fields. Girls should remain till 14, their industrial training being partly in the school. This is what I think desirable; but it is seldom practicable, owing to children being employed in the fields earlier than they ought to be.

3. The labourer's child receives no book learning whatever from its parents; therefore, if he leaves school at 12, we can teach him no more than the following,—to give some account of the contents of the Bible, and to answer fairly in sacred history, to say his catechism perfectly and with tolerable intelligence, to use his prayer-book, to read well, to write neatly from dictation, and to work correctly easy sums in commercial arithmetic as far as practice. This statement, however, does not fairly represent the value of the school, unless the moral training and the benefit of daily intercourse with a religious and intelligent teacher are taken into account. I think it desirable to include music in a course of popular instruction.

4. (a) Sunday schools are useful for keeping up the reading and continuing religious instruction, but the number of children who attend them after leaving the day school is very small.

(c) Industrial and domestic training for girls is very much wanted. Where respectable people will take them into their houses, and teach them to be good servants, the result is most satisfactory.

(d) Evening schools answer well for those who attend them, but these are chiefly very young. Boys from 15 to 20 seldom come.

(e) Cottage lectures in the winter evenings answer better for the ignorant than lectures in a public room.

(f) The majority of labourers in this neighbourhood cannot read well enough to make much use of a book. Where they can read, no doubt a lending library is useful; but little moral or religious impression is made, except where the book is lent with a view to the character and circumstances of the borrower; and in general the lending of a book is no sufficient substitute for the oral communications of the clergyman.

(g) Small prizes to labouring boys of 14 and upwards, who having left school two or three years, can bring satisfactory

testimonials from their employers, and pass a fair examination in subjects suitable to their age and station, would induce them to keep up what they have been taught, and would encourage steadiness and industry. The plan has lately been tried in this parish, and has led to some increase in the attendance at the evening school.

(h) I do not know what appointments are meant. If it were understood that the letter-carriers employed by the Post-Office, and the policemen, whose wages exceed those of the labourer, would always be appointed on educational grounds, the desire for education in this place would probably be increased.

5. It is better that the poor should pay what they are able. The children who are paid for by charitably disposed persons are the least regular in attendance.

6. Those children who stay in the school till they reach the top of the first class, and remain there for a few months, approach pretty near the standard named in No. 3; but the sons of the labourer seldom get beyond the second class, the first class consisting chiefly of the sons of skilled workmen or small shopkeepers.

7. (c) Want of interest on the parents' part, even in the religious instruction and moral training, is sadly common, and its consequence obvious enough.

(d.) The value of the labour of the boys occasions their being withdrawn at nine, eight, and even seven years old, before the school can have done much for them. The parents make no difficulty about paying 1*d.* a week.

(f) Still, I think, any arrangement by which the condition of the labourer is improved increases his desire to educate his child, and enables him to keep the child at school longer. Make him better and better off, and he will, in most cases, give his child every advantage which the school offers.

8, 9, 10, 11. I have had little experience in the existing system of Government aid, &c.

12. (a) I doubt whether the benefit derived from inspection is commensurate with the expense.

(d) In some parts of this county there is *both* a diocesan and a Government inspection; which seems needless. Might not Government avail itself of the diocesan machinery for the inspection of Church schools?

(e) The more nearly self-supporting a school is the better. The labourers' wages should be high enough to enable him to educate his child. If not, the owner of the land and the employer of the labour should do it.

(f) A system of rating is objectionable, because it gives the ratepayer a right and imposes upon him a responsibility in the management of the school, for which, from his habits and mode of thought, he is in general but little qualified,

(h) Something is needed for the guidance and management of the young as they advance from childhood to mature age. The moral influence of the parent over the child is less among the poor than among the better educated, and parental control is relaxed

at an earlier age. Moreover their narrow dwellings are unfavourable to the maintenance of decency and self-respect in a growing family of both sexes.

An establishment for training servant-girls, to which those who pass through the school with credit might be transferred, would be an important boon to the daughters of the labouring poor.

13. I do not think that the application of any law, for making school attendance compulsory, is desirable in agricultural districts. Dissenters are at present content to send their children to Church schools, but if you compel them to do so, they will raise an outcry against it.

14. The masters and mistresses of the schools for the poor, to which my remarks apply, are in general qualified to teach what I have stated in No. 3, and sometimes to render their school more attractive, by lectures and experiments on a scale suitable to children. Where there is a master, writing and arithmetic are better taught than where there is not. The teaching of the mistress as regards needlework, &c. is in general good. The instruction in religion and Bible history requires the assistance of the clergyman.

15. The masters and mistresses from normal schools and training colleges are competent to carry out the system in which they have been trained; but it is chiefly to larger schools that the system is adapted, and sufficient attention has not been given to the requirements of small schools in agricultural districts. A greater number of persons, able and willing to undertake such schools, is required. It will be well, perhaps, that they should have been taken from agricultural districts themselves, that they may be the better acquainted with the character and peculiar position of the labourer's child. Moreover, speaking generally, I think the importance of studying the disposition of each individual child, and applying the treatment suitable to it, should be more impressed upon the teachers than it has hitherto been; for the same treatment will not succeed with all, and this is apt to be forgotten by persons who have been trained chiefly with a view to collective teaching.

16. I have no experience as to the working of the system of pupil-teachers.

17. I think schoolmasters and mistresses should be paid by a combination of stipend and fees. The one secures a certain degree of independence; the other is a spur to exertion.

18. A course of instruction which usually terminates at 9 or 10 cannot be expected to do all that is needed for the moral training of a child; and it is no disparagement to education, if the good effect on the morals of the lower classes is not so rapid or so general as its first promoters anticipated. As it is, much good is done, and more might be, if it were seconded by parental control, or if some method could be devised for the guidance and instruction of the young between the ages of 15 and 20.

As long as the connexion of the children with the school continues, they are more decent and orderly, and their condition is better than that of those who do not come to school; and in preparing candidates for confirmation, we find that the num-

ber of those who can read and answer intelligently is greater than it used to be; and those who can do so are more accessible to instruction and more disposed to profit by it than those who cannot.

I have the honour to be, &c.

S. BLACKALL.

To the Secretary of the
Education Commission.

The Rev. Richard Brown of Bishop Auckland.

1. FOR upwards of 24 years I have been actively engaged in the Wesleyan ministry in Hertfordshire, Kent, Lancashire, Yorkshire, and for seven years (five of them, the last past,) in the county of Durham and on the north bank of the Tyne. During all this time I have taken an uninterrupted interest in the education of the working classes. On a rather large scale I had the charge and oversight of Wesleyan schools in Liverpool and Manchester, and elsewhere, before the present Government scheme was in existence. I have marked its development, and the extension and improvement of popular education under its auspices. Having been acting secretary, or committee-man, in other schools besides those of the Wesleyan body, I possess the means of rectifying any purely denominational ideas by a more enlarged experience.

It is my purpose, on the present occasion, to address myself to the question of the education of the working classes, and the poorer classes of shopkeepers, &c., in the collieries and ironworks of Durham and Northumberland.

The seven years I have spent in the northern mining district, though not passed exclusively in the society of colliers and workmen in the great iron establishments, have seen me in a position of close intimacy and ministerial friendship with working men, more especially with pitmen, and all grades of officials employed in collieries. I have been in the confidence of such persons in a great number of collieries and in iron-foundries, under almost all circumstances. My knowledge embraces their private life, their daily habits, their prejudices, their great excellencies, their infirmities, their dreadful vices. I have observed them diligently when at their work underground, or at the furnace, and in the mill; I have noted their style of living in respect of diet, personal cleanliness, sleep, &c. &c. Doing this, I have contrasted the uncultivated and untaught with those who had derived some advantages from partial education and religion, with the design and purpose of being always prepared to assist in elevating and blessing so large and important a class of my fellow-men. Of course I have seen them in prosperity and trouble, in sickness, and when suffering from accidents. I lived among pitmen, in the north of England, in the last great and dreadful strike of 1844, and endeavoured at the time to make myself acquainted with its causes, course, and end.

I.—STANDARD OF EDUCATION.

2. I think it is desirable and practicable, in the northern mining district, for girls to continue at school till 14 years of age, wherever

a good school for popular education exists in the neighbourhood of their residence.

There appears to be a necessity for boys to go into the pits very early; boys also are wanted in the ironworks very young, but not at an age so early as in the pits. In regard then to all boys employed in such employments, I would peremptorily require, by Act of Parliament, that they should pass half their time at school till 14 years of age. Without such a law it is and will be impracticable to obtain, in any great number of families, the continued attendance of boys at school after eight in the collieries, and 11 or 12 in the ironworks.

3. As to religious education, the children might, in the time specified, learn to read the Sacred Scriptures in the authorized version, and become acquainted with the principal historical facts of the Old and New Testament. They might also be competently instructed in the catechisms, and other religious formularies, approved by the school-managers; provided always, that in any and every case, in which the parents or guardian of a child should object to the use of such catechisms, &c., the child, under such circumstances, should not use them nor be required to learn what is contained in them.

As to secular education, all the children should learn reading, writing, elementary arithmetic, geography, and the rudiments of English grammar, without attempting its more refined and philosophical parts, which (I think) are very unprofitably introduced into schools for popular education.

In addition, I would recommend that, in this northern mining district, boys should be instructed,—(1.) in elementary geology, so far as to give them an intelligent view of the formation, displacements, &c. of the strata in which so many of them will have to work in after life; (2.) in chemistry, to such an extent as would make them acquainted with the nature, properties, and means of contending against the gases, to which in mining they will be exposed; (3.) in mechanics, so as to understand the causes of steam-engine explosions, and of the precautions to be taken to prevent such catastrophes; and (4.) with very great care and exactness, in the modes of measuring and regulating work, especially how to take levels under ground, to drive a straight-way, and how to compare standard measures, whether by inches, gallons, or weights. N.B. The neglect of this last has left men exposed to many wrongs, and has caused a large portion of the misunderstandings in collieries, which end in strikes, and in other estrangements of masters and men in the mining districts.

Girls should be taught plain sewing, darning of stockings, and mending of clothes. There is at first a strange unwillingness, on the part of the children, to submit to this necessary teaching; and there is nothing mothers are so unwilling to co-operate in till made practically to feel its advantages. The parents of this generation need education almost as much as their children. Fancy work should be peremptorily excluded from schools assisted by Government.

"Music, drawing, and other matters of taste" I would exclude from a system of popular education, excepting always the psalmody of the religious community to which the school may belong.

Girls, I am satisfied, in the station of society for whose special benefit these schools are designed, are not profited in early life as servants and shopwomen, and in after-life as wives and mothers, by the very smattering knowledge they can acquire of matters of taste. Vanity and love of show, and not refinement, are invariably the result of the attempt to cultivate music, drawing, and other matters of taste in elementary schools for the working classes.

Boys, who in after-life rise to a position that requires drawing, will be able to obtain the necessary assistance from evening schools, mechanics' institutes, &c.

To say the very least, that ought to be said, about "matters of "taste" in Government schools for the masses in this northern mining district, (I should hold a modified view in the potteries and elsewhere,) it appears to me, that the introduction of such subjects must exclude what will be much more advantageous.

(a) When properly conducted, Sunday schools have no disadvantage I am aware of. They cannot, however, be regarded as "prolonging the period of instruction and insuring the permanence "of the results" of sound day school education in any other way, than like other religious ordinances, their tendency is to impart moral stability and depth to the character, which will, of course cause young men and young women to go on improving in every good they may have acquired in childhood.

(b) In this district some such plan is absolutely necessary. I know that it is said, "The pits cannot be worked, if the boys from "eight to 14 years of age are in the pits only three days a week." But after inquiries in all kinds of collieries, and of officers of all grades in the collieries, and of pitmen themselves, I have not heard of any difficulty, which the application of skill and capital would not easily surmount. All parties allow that (if practicable) this "half-time" is the desideratum of coal mines. Most collieries would hail such a plan; none would oppose it in any serious, or permanently hurtful, form.

(c) *Industrial and Domestic Training.*—I do not think much more would be needed on this head, if coal owners, and the proprietors of iron mines and works, would universally,—for in some instance what I wish is accomplished, or being brought about,—build more convenient houses; and if matters of taste, together with embroidery and fancy work, were kept out of schools. The style of living in this district, influenced by many of the wives having lived in domestic service in respectable families, would do all that is necessary on this point.

(d) *Evening Schools.*—Evening schools have been and are of immense value in this neighbourhood to a few steady and rising young men; but they are of importance (in these parts) only to those, who, having found the value and benefit of a little learning, are really anxious for improvement; otherwise, after hard work, lads cannot be expected or induced to apply to lessons.

(e) *Lectures and Mechanics' Institutes.*—These are but little adapted to our population. Judicious lectures cannot do any harm. I would, however, for the present, leave institutes and lectures to take their course out of an improved educational state of society.

(f) *Free and Lending Libraries.*—Their worth depends entirely upon the class of books contained in them. They may be inestimably useful, or very injurious.

(g) *Prize Schemes or Prize Endowments.*—I should not like to see many of these, except for schools. Most men, and the more so as you descend in society, are greatly influenced by the prospect of gaining prizes; and as ours should be a working population, I should deprecate anything that might tend to draw off the best hands from turning all their energies to the particular duties of their calling, unless some compensating advantage could be very certainly foreseen.

(h) *Distributions of Minor State Appointments on Educational Grounds.*—This would be a prize scheme, and has been answered under (g). Still, I think it will be beneficial, if it be known that no Government appointment will be given, except to a man who has reached a certain educational standard.

5. The duty of Government appears to be the assisting of the religious denominations of the country to provide a supply of suitable education. If you once begin to supply gratuitous education, where will you stop? Class after class will demand it for themselves.

II.—Actual State of Education.

6. In the northern mining district a very large portion of the population is untaught. Till a comparatively recent period there has been very little teaching, except in Sunday schools.

Where week-day schools exist above the grade of dames' schools, the children are generally taught reading and writing sufficiently well; arithmetic tolerably; and most other things not at all.

In the better class of schools recently introduced, there is usually too much attention to a falsely philosophical teaching of grammar to boys, wasting much time to all, confounding many, and making a few ignorantly conceited. For instance, at an examination lately, I heard a rather superior certificated teacher enlarge to a number of children on the meaning of "dominion" and "emperor." He explained, after his fashion, the idea, as he called it, of "domo" and "impero." I need scarcely to add the teacher had no idea of the correct meaning of either word. In the same class of schools, girls are too commonly allowed to cultivate finery, to the exclusion or neglect of what might be permanently useful when they become servants and wives.

The four points I particularize under question 3, and which I hold to be of prime importance, are entirely disregarded.

III.—Causes of Deficiency.

7. (a) There is a great want of schools. Populations during the last 25 years have come so suddenly together, that it has been wholly beyond the means of local liberality to overtake the necessities of the case, and society is not yet so established, and in mining districts probably never will be, as to make the providing of adequate means of education a probably remunerating business.

There is on the part of many religious communities a desire, in some a healthy strong desire, to meet the necessities of the case, but pecuniary means are wanting. But there exists a life of bene-

volence, in the religious men and women of the north of England, which, with the aid and under the supervision of Government, can accomplish the work of educating the masses, in the mining districts, more thoroughly and effectually, than the immediate action of Government could ever do.

(b) It is not necessary to repeat what is stated under questions 3 and 6 as to defective teaching and ill-chosen subjects; it must be added, that there is a large number of ignorant and unskilled persons pretending to teach.

(c) Generally and almost universally the parents are anxious for their children to be taught. They observe the material benefits conferred by education, by the opportunities of advancement which it affords, even when they do not realize, as very many do, higher considerations.

(d) The value of the children's labour is an insuperable difficulty without some legal enactment.

Except the case of paupers; and then it may be affirmed, that the people are able to pay for the children's education. The temptation of the large earnings of boys, however, is too great for all but a few. Even the prudent and sober fall under its attractions, in most instances. And in many, very many, families the mothers are compelled to depend greatly upon the boys' wages for the family support. The fathers will waste in drinking, as soon as and as long as there are boys to work, what ought to support and educate the family. Many men would work much more steadily, if the boys were on "half time" for education.

(e) and (f) I do not think necessary to speak to, farther than has already been done.

IV.—Character of the present System of Government Aid and Inspection.

8. Throughly good where it can be applied.

1. There is a tendency to do what is called "raise the school," that is, to effect something seemingly grand in the girls' work and in the boys' examinations; this tendency operates in managers, teachers, and inspectors, though most in the teachers, I think; and it tends to the Government schools for popular education,—where there is a class (as is often the case) of population differing in wealth and character from that class for which the schools were originally designed, but not sufficiently above this latter class to be induced to seek the education of their children elsewhere,—becoming schools from which the really poor children are practically excluded, or made unsatisfied with their parent's station in life. I fear that in such localities as I am now referring to, we shall soon find the children for whom the schools were intended, absent from them almost entirely. At present it is an incipient evil. To prevent its growth, I would firmly maintain the simplicity of the school teaching, and quietly repress everything that was merely showy, or unfitting the daily life of artizans and the poorer class of shopkeepers and farmers. This is no wrong to those who can afford to pay for what they require, and who can find it elsewhere. But that which I now oppose is a grievous wrong to the poor, and an evil to the nation.

2. The districts which receive assistance are greatly benefited, and the neighbouring localities which are not assisted are fearfully injured, by the present system; for the more considerate class of workmen pass, for their children's sake, to the locality where there is the better school; this necessarily drives the worst order of workmen into the neglected locality, and makes its destitution and degradation so much the worse. The operation of this cause will in time, if no remedy be applied, make the poor and scattered populations very debased and heathenish.

9. (a) Good as far as it goes.

(b) Not acquainted with any.

1. I would only deal with the children of criminals when they were found among paupers; in all other cases I would leave them to their natural guardians.

2. Children of pauper widows not in "the house," and other deserted and destitute children, I would admit to the union school, if within a reasonable distance of their residence. In other cases I would pay school fees for them at a fixed price, which price should be liberal, without being extravagant, and compel managers of schools, receiving Government aid, to admit them; the children thus admitted must in everything comply with the regulations of the school, or be expelled.

3. In cases of temporary pauperism by accident or sickness, I would pay, out of the poor's rate, school fees for all children attending at a Government school at the time of the accident or sickness.

10. The Government system creates and sustains voluntary liberality on a very extended scale. In no instance have I known it diminish liberality previously put forth.

I do not think many persons conscientiously object to the Government scheme. Some of the dissenters, of course, grumble, and some very high churchmen do not like to see its operation in connexion with non-conformists of any class. Both these parties are occasionally violent. They are not very numerous in the north of England, and on this subject I do not think they ought to be allowed to be very influential.

V.—Endowed Schools.

11. Schools that are supported chiefly, or wholly, by endowments do not work. Unless they come into competition with well-managed schools, they are generally useless and often hurtful.

Endowments for schools for popular education do not work well as a rule, unless they be exposed to the action of some powerful extraneous stimulant, or be associated with so much voluntary liberality as really swamps the endowment.

VI.—Suggestions.

12. (a) Certainly; yes.

(b) Yes.

(c) The general wisdom and efficiency of the Government system appear to me to be such as render it unnecessary to refer to any improvement of detail, which I think may be some day introduced. My estimate of its excellency leads me to desire its

extension very widely over the land. What I at present suggest bears upon only one portion of the case, viz., that steps should be taken to assist poor scattered or scanty populations. By "scat- "tered or scanty populations," I mean small communities of inhabitants away from towns and large villages, or, the inhabitants of a number of solitary, or nearly solitary residences, within a mile of one another, or thereabouts.

There are many such populations in this district, and it appears to me impossible to reach their wants, under the present mode of administering the Government assistance.

By way of experiment I propose:—

1. That Government inspection should be extended to all schools in such localities seeking to avail themselves of it.

2. That all masters and mistresses of such schools should have an opportunity of being examined and certificated, either before entering upon their office, or when actually engaged in it.

Of course I anticipate, that the qualifications and attainments of such masters and mistresses might be of a lower class than any at present acknowledged. I also imply, that these parties would not necessarily, nor generally, have had the advantage of a training college.

3. That the standard of remuneration in such cases should be lower than in the schools at present assisted by Government; and that the Government should give capitation grant and augmentation grant, as far as each particular locality may, on inquiry, be found to need.

4. That assistance be given to rent or erect suitable buildings for educational purposes in such localities.

I do not see that it is impracticable to deal with the case which I now present, without interrupting the educational movement already in progress, or I would not advocate it. Nor can I see how a very large portion of the population in mining districts can ever possess the blessings of education, without some such plan.

(d) No. I am satisfied the principle of the present arrangement is sound, and only needs expansion. When the enterprise shall be too great for one Government department, and not till then, would I divide the kingdom into districts.

(f) I cannot conceive any system of rating for school purposes, which would not excite all the bitterness of the church-rates' strife, without the alleviation derived from ancient prescription.

(g) The Government, in assisting the schools, should treat all alike, endowed and unendowed; only they should be informed of any endowment, large or small, and direct the attention of the Charitable Trusts' Commissioners to the same. They should also direct the inspectors specially to see that endowed schools were not, by means of their endowment, directly or indirectly perverted from their original object of benefiting the poor.

The Government's office, in respect of endowments, is to see that they do not in any way thwart the plans of Government.

(h.) At a future time it may be worth while to deal with evening schools, lectures and institutes, and libraries. At present it would be quite enough to introduce the "half-time system" for boys till 14 years of age. This latter I would urge upon the

Education Commissioners, with all the earnestness and power I can command.

13. Certainly I would not. It can never in the long run, and on the main scale, benefit a nation, to substitute Government control in the place of parental duty and responsibility, unless circumstances arise too difficult for the powers of individuals, or local communities, to contend against them. The employment of children in great working establishments has practically produced such difficulties. Now, as the Government has interposed, most wisely, in the protection of children when thus employed, and thereby increased the inducement to send children to work at an early age, I think the Government (acting in this one matter *in loco parentis*) should say, "As we protect your children, with what "is tantamount to parental control when proceeding to, and "during the time of their daily work, we claim the authority of a "parent over the children whom we thus assist, and require their "attendance at school." With this reservation I would admit of no compulsion. And this reservation is no contradiction to the denial of compulsion; it is, in fact, part of a bargain.

Would you wish for the establishment of schools under the direct control of the State?

No. The least evil of such schools would be, that they would act like the Government going into trade. There would be momentary prosperity, followed by utter failure.

Moreover, one of the greatest evils that could befal a nation must follow, viz., the drying up of a most abundant stream of voluntary liberality towards one's own poorer fellow-countrymen.

VII.—Teachers and Training Colleges.

14. Answered sufficiently under questions 3 and 6.

15. I think the masters and mistresses trained in the Wesleyan college are, as a whole, all I desire, and more than I ever expected. They are content with their position, and in every respect an honour to the Wesleyan body.

Of other colleges I do not know enough to justify me in uttering an opinion.

16. It answers well among us Wesleyan Methodists both as to the schools being more efficient than under the monitorial system, and as to the pupil-teachers being qualified at the conclusion of their apprenticeship, generally, to go forward in their training to become teachers.

17. I think that at a certain point it is prudent of managers to give their teachers a per-centage of the fees.

VIII.—Results.

I think these are most satisfactory. I should not hesitate to speak on this point favourably and at length, but during this present month I cannot spare the time necessary to do so.

Richard Brown,
July 4, 1859. Bishop Auckland.

Mrs. Bodichon.

1. My father was a great supporter of British schools, and deputed me to see that the money he gave the schools at Hastings, Sussex, was well used. I was in the habit of visiting the schools, teaching sometimes; but gave most of my time to cultivating the teachers, and trying to help them. In London I have visited National, British, secular, Catholic, ragged, and other schools, and for a year before I started the school in Carlisle Street, I studied the question of education in books, and discussed it with many teachers and others interested in education. I came to the conclusion that what efforts I could give to forward education had best be directed to help the girls of little shopkeepers, mechanics, &c. I believe this class to be as destitute as any lower one.

As Mrs. Matteson, formerly teacher in the Portman Hall School, Carlisle Street, has answered the questions very much as I should have answered them myself, I shall confine myself to certain points, which I think of great importance.

II.—Actual State of Education.

2. The education of girls is lamentably deficient. I do not think that, with the exception of two or three schools, there are in London any schools where girls receive instruction or training, at all sufficient to aid them in the hard struggle they must face. In every school I know, the instruction given to girls is inferior to that given to the boys. The teachers are inferior and the pay lower. At the Peckham Birkbeck school and some few others the girls are well trained in arithmetic and drawing, but in general these two important branches of education are neglected in girls' schools, The teachers in girls' schools do not, as a rule, think it worth while to teach girls drawing.

III.—Causes of Deficiency (if any).

In fact all these causes, a, b, c, d, e, f, exist. With regard to girls' schools, the want of good female teachers is one cause. How to supply this deficiency? Fathers will not expend capital in training girls as teachers, or in any other profession; it is not a good investment of capital they think, as the girl may marry and leave her profession, after exercising it a short time, or before exercising it at all. Under this difficulty we would recommend masters to girls' schools, and in many cases *mixed schools* of girls and boys. In the country this plan answers well, and in Portman Hall, London, we have found no difficulty, being careful to have the boys younger than the girls.

I believe the laws and social arrangements affecting the condition of wives in England, to be one of the causes why good teachers cannot be found for girls' schools, and why girls' schools deserve the bad character the Rev. J. P. Norris so truly gives them. I believe that, until the law gives a married woman a right to her own wages, and an independent legal existence, some control over her children, and social arrangements admit a woman's right to more liberty of action, that the education of girls will be miserably

neglected. Fathers can hardly be blamed, in the present state of society, for expending time and money on their boys, and neglecting their girls, for we must not expect in the mass the highest motives will ever rule. If girls' schools are to be good, whatever schemes Government may have of prizes, endowments, and distribution of minor State appointments on educational grounds, must apply to women as well as men. We must have women admitted into all the educational offices, and the profession of teacher, made for women as for men, a progressive one.

IV.—Suggestions.

Although I do not entirely approve of the Government system of education, I think as it is established, it would be right to extend its aid to *all* schools, including secular schools, and to offer to report on schools which did not receive money aid, if the teachers wish it. I think it would be a great help to many teachers to be under inspection.

As the best schools I have seen either in England, America, or France have been "voluntary" schools (those of Mr. Shields at Peckham), I am inclined to think that a Government system has a deadening effect on teachers and promoters of education. The best "Government" schools I have seen are those of Cincinnati, Ohio, U.S., and there the "government" is local, the collectors of the school rate, the payers, all in view of one another, and as nearly like a "voluntary system" as can be. I believe the greater freedom given for each district or parish or school the better. Religious instruction in schools is generally utterly useless. The Saturday and Sunday should be left free for Jewish and Christian children to receive it in their homes and places of worship from parents and pastors. One great advantage of secular schools is, that children of different denominations being together, they learn toleration, forbearance, and charity.

I think it could be highly useful to send reports of examinations, &c. &c. to all school teachers who might apply for them.

V.—Teachers and Training Colleges.

I do not think that masters and mistresses of National and British Schools are well qualified for their duties. The mistresses much less than the masters.

The profession is not respected sufficiently, the salaries are too low, and it is desirable that a higher class should be encouraged to enter the profession, and everything done to make the profession a progressive one. The teacher, if distinguished, should rise to be teacher in Normal school, inspector, &c., whether male or female. Then perhaps fathers might be induced to expend money in training their daughters, and "ladies" might enter the profession.

I believe that much good can be done by ladies of culture giving a few hours a week to teaching in schools, and I most earnestly recommend the Commissioners to open an examination and give certificates to *volunteer lady teachers*. If the Commissioners would recommend this plan, I believe it might do incalculable good in girls' schools. Certificates should be given to any lady applying

for them in special branches of education, for instance, certificate that ———— has been examined in physiology, and the laws of health, and is competent to teach; or examined in drawing or music, &c.

The corps of volunteer teachers at Portman Hall School is unique, and the most successful part of the school. Some children come many miles to school, and when asked why their parents sent them so far (from Tottenham Court Road to Paddington), answered because the parents thought the lessons on physiology and laws of health so good. These lessons are given by a volunteer. The same might be said of many other lessons.

I think also it a good plan to give every child who has attended a certain time in a school, a card of membership, to give them the right to subscribe to school library, to attend lectures, tea meetings, &c., with certain restrictions, and to give them the right, with restrictions, to be examined, and obtain certificates from the masters. Everything should be done to keep up the school tie, and make the children feel towards it as an Alma Mater.

BARBARA L. SMITH BODICHON.

5, Blandford Square, London,
and Campagne du Pavillon, Algiers.
August 1859.

Herbert Birley, Esq.

PRELIMINARY.

1. As a lay manager of National schools for the education of children of the labouring classes employed in cotton and other manufactories, and in coalpits, in and about Manchester.

I.—STANDARD OF EDUCATION.

2. From ten to fourteen years of age at day school, subject to being removed occasionally to assist at home in cases of sickness, or to take charge of infants, or from the inability of the parents, from any cause, to pay the usual school-fees.

3. The power of reading and writing fairly, with a general knowledge of the Holy Scriptures, Church Catechism, and Liturgy; to be able to answer any ordinary question in simple arithmetic; and to have acquired some information in history, grammar, and geography.

Singing should be taught in every school of this character, and drawing might be added, if required.

4. (a) Generally unsatisfactory, from want of system and organization. The scholars are very dependent upon the capacity of an untrained teacher for imparting instruction. Much good has doubtless been done in this way by individual effort, and more might be effected through trained teachers and improved discipline.

(b) Objectionable, on account of the power given to the employer to influence the religious training of the children. If this could be counteracted, by allowing the parents to select their schools to some extent, or otherwise, it might be highly beneficial.

(c) Useful in good hands. Trained teachers are much needed.

(d) Of the utmost importance, if carried out under such regulations as are provided by the Committee of Council on Education, and are generally adopted in day schools under Government inspection.

Evening schools may be the means of carrying on or keeping up the education commenced in the day school, or often of supplying the want of previous instruction. They may also form a bond of union between the upper and labouring classes, and give employment to the latter in their leisure hours.

(e) Useful adjuncts for the more advanced classes.

(f) If carefully selected they may be very beneficial, and lending libraries should, if possible, form a part of every school.

(g) and (h) Would prove stimulants for the better educated to further improvement, but scarcely available for the masses of the poor, who require elementary instruction.

5. In my opinion a simple education in reading, writing, and arithmetic, with instruction in the Holy Scriptures according to the doctrines of the Church of England, should be offered to the poor gratuitously, by the State, if possible, or at least that every inducement should be given in aid of private liberality for this object.

II.—Actual State of Education.

6. The state of education in this district, so far as my own observation extends, and it is confirmed by the clergy and school inspectors whom I have consulted, is lamentably deficient. There is a want of school accommodation generally, but many of the schools in existence are languishing for want of funds and active supervision. The children in these schools are taught but little, and the parents, valuing education accordingly, are indifferent as to their attendance.

III.—Causes of Deficiency.

(a) There is a want of schools from a deficiency of funds to establish and support them, arising, probably, from a lack of interest in the richer and better educated in the subject.

(b) Want of teaching power, and consequently not sufficient attention to the lower classes.

(c) The interest of the parents in education must be much influenced by results as made apparent to themselves in the conduct and attainments of their children.

(d) The value of children's labour is certainly a drawback, but this rather affects the older scholars.

The inability or indisposition of parents to pay the school fees is a greater difficulty, as the masses will on this account be neglected.

(e) Bad management and the want of organization and effective teaching affect the children attending the school, and deter others from coming in.

(f) There is much difficulty in many localities in bringing in those who are very poor and ill-clothed; and for such children the extension of "*free* schools" would be a great boon.

IV.—Character of the existing System of Government Aid and Inspection.

8. The combination of religious with secular instruction is in my opinion essential; in fact, it is impossible entirely to separate them without propagating infidelity.

The requirement of proportionate local subscriptions presses very hardly upon poor districts.

9. I know nothing of the system pursued in pauper or reformatory schools.

10. The present Government system does, I believe, greatly stimulate private efforts, and very few persons seem to entertain conscientious objections to it.

V.—Endowed Schools.

11. I have no personal experience of the working of endowed schools. So far, however, as I can judge by report, they are of very great value, and it is with me a matter of sincere regret that the Committee of Council on Education discourage the endowment of schools for the labouring classes.

VI.—Suggestions.

12. (b) I would propose the further development of the Government system of aid and inspection.

1. By increasing the number of pupil or assistant teachers. It is essential to the success of a school that an efficient staff of teachers be maintained. The Committee of Council's allowance of one apprentice to 40 scholars is quite inadequate to meet the requirements, and without presuming to determine by whom additional teachers are to be paid, I should suggest that there be a teacher to each class of 20 to 25 scholars.

Where the children are removed from school at a very early age, it is important to pay as much attention as possible to all the scholars, and particularly to those who have not had the advantage of being trained previously in an infants' school. If there be not ample teaching power the more backward and ignorant children will probably be neglected.

The poor cannot be expected to value education unless they find a beneficial result from it, and a well-trained apprentice, even in his first year, will be quite competent to give elementary instruction in reading, writing, and the four rules of simple arithmetic.

2. The extension of capitation grants to "free" scholars and the payment of a small fee for the children of those who are unable to pay for themselves, provided the inspectors be satisfied as to the circumstances and the general efficiency of the school.

In providing for the education of the children of the labouring population, the Committee of Council seem to have overlooked two classes which need most careful attention, viz., those who from poverty, not brought on by misconduct, are unable to pay the ordinary school fees, but are anxious to have their children educated; and the children of careless or unsteady parents, who may be induced to enter the school if admitted without charge.

According to the Committee of Council's regulations now in force, the capitation grant is withheld if a fee of one penny per week at

least has not been paid by the parent or natural guardian of the child. If the fee be paid by a friend or charitable society, or board of guardians of the poor, the claim for capitation is forfeited, and the loss falls upon the managers of the school.

The cases in this neighbourhood of parents or guardians being themselves unable to pay the smallest fee, or even to provide for the more pressing wants of food and clothing for their families, are so numerous that a National school (known to my Lords at the Council Office as the "*St. Philip's, Hulme, Free National School,*") was opened about five years ago for the gratuitous education of such children, and has been maintained during that period with much success, the average attendance being upwards of 150 boys.

The Committee of Council, however, have invariably declined the application of the managers for capitation allowance.

The children in this school are neither "criminals," nor "vagrants," so called. They are not fed in the school, but merely taught without charge, consequently the school does not come under the denomination of a "reformatory" or "ragged school."

The foregoing remarks are equally applicable to the cases of children taken into the National schools generally, either free of charge, or paid for by a friend or neighbour.

The evasion of the Committee of Council's rule would be comparatively easy, by passing the amount of the fee through the hands of the parents, but such a course would be inconvenient and liable to abuse, besides being a manifest fraud.

(b) Half-yearly inspections, and half-yearly payments of grants and allowances to teachers would be most acceptable.

(h) Greater encouragement and aid to evening classes and Sunday schools, by the supply of trained organizing masters and mistresses, in the first instance, and allowances to assistant teachers after passing examination. These schools should of course be inspected.

13. School attendance ought not and cannot be made compulsory. If schools be established under the direct control of the State, they must be conducted as Church of England schools strictly; and a gratuitous education should be offered in them to those who need it.

The State cannot profess to teach more than one Creed, and it must teach one or nothing.

VII.—Teachers and Training Colleges.

14. So far as I can judge, the masters and mistresses of the National schools are well qualified for their duties, but require supervision. Many of them are young, and want experience and temper.

I have reason to think that the training given to masters and mistresses in normal schools and training colleges is well adapted to its object, and that trained teachers, if successful in their profession, are generally satisfied with it and with their social position. It may be observed, however, that the mistresses often leave the profession after marriage, and the masters, who have no decided taste for teaching, after a time will seek some more lucrative and less harassing occupation for which their education fully qualifies them.

16. In the manufacturing districts, where children's labour is valuable, it is often difficult to find candidates for apprenticeship, and this difficulty is increased by the Committee of Council's payments being only made annually.

Many of the apprentices, from inability or distaste for the profession or from misconduct, never enter a training college, or complete the term of apprenticeship, and of those who gain certificates of merit, some will be found incompetent afterwards to conduct a school.

The extension of the monitorial system would, to a certain degree, meet the difficulty, by providing a larger number of candidates, and testing their qualifications before binding them as apprentices.

17. (a) Fixed stipends are preferable, where there is an efficient and active board of management.

(b) Fees may be preferred, if the principal teacher be little superintended or aided by the managers.

(c) Combination of the two may be adopted, if the managers take a partial supervision.

VIII.—Results.

18. It is difficult to trace beneficial results of education independently of religious training. My experience being only of a few years, and in National, *i.e.*, Church of England schools, has led me to observe the result of the religious training especially, upon the scholars themselves and the neighbourhood, and it is such as to give much encouragement for increased efforts.

In the evening schools and Sunday schools there is a remarkable difference in the discipline and intellectual powers of those who have previously been educated in the day school, and this superiority is felt more or less in their families and by their employers.

Herbert Birley.

July 27, 1859.

Miss Carpenter.

"By 'Popular Education' the Commissioners understand the "education of the families of day labourers, mechanics, and the "poorer classes of farmers and shopkeepers." In the following remarks I have not included the last two classes, not having had any experience among them, because the day schools with which I have been connected have seldom, if ever, received such. On the other hand, I have included a large class of the population who are *below* mechanics and day labourers. This class consists of persons whose means are precarious, whose habits are desultory, and who are unable or unwilling to give their children any education unless it is provided for them. To these the benefits of a good popular education are especially important.

Preliminary.

1. For about 30 years I have paid considerable attention to the state of education of the working classes. I have especially

studied the British Schools connected with the religious denomination to which I belong, which are inspected by the Committee of Council on Education. I have taken opportunities as they occurred of studying other schools. Twenty-five years ago I began to visit the parents of many of the children attending these schools, and the experience thus gained led me to see the necessity of bringing educational aid to bear on a class not touched by existing institutions. In order to act on them, I began a ragged school in the same district 13 years ago. The study of this led me to see the necessity of a reformatory school, which was established at Kingswood, near Bristol, seven years ago, in 1852. I subsequently established the Red Lodge Girls' Reformatory, in 1854. I am now commencing a certified industrial school, to act on children who cannot be touched by the ragged schools. Although my special attention has been directed to the development of all those schools which are situated in and near Lewin's Mead, Bristol, and to the condition of the persons whose children attend them, yet I have availed myself of every opportunity of making myself acquainted with the working of different systems, both in this country and in America, and have endeavoured also to understand the operation of pauper schools and factory schools, as well as of industrial feeding schools, especially in their bearing on the education of the country.

I.—Standard of Education.

2. It is impossible in this and other cases to draw an *absolute line*, so much must depend on the condition and circumstances of the child. I have known a boy of 16 years of age, who professed to have been at school five years, yet who could barely tell his letters; and, on the other hand, I have known highly respectable persons, and fairly educated for their line of life, who had left school at 10 years of age. I should wish all children to stay at school until 11 or 12 years of age, but would keep them there until 13 or 14, if practicable.

It is better to keep children regularly at school through the *whole* year; but where, owing to the poverty of the parents or other circumstances, this cannot be done, an occasional attendance should be encouraged, rather than none.

I do not think that instruction in their future occupation in life is to be given to children in *ordinary* schools, nor is it needed. Such *habits* of application and observation, and such mental training, are to be given them as will enable the children to acquire readily *special* industrial arts when they leave school.

3. All children should be expected to have a full command of reading, writing, and arithmetic, with such knowledge of geography as would enable them to understand ordinary books. A religious element, but not sectarian teaching, should be introduced into the school, and instruction should be given in the practical and historical parts of Scripture. The most important part of education is to teach children to think, and to use the powers that God has given them. When this is done *effectually*, the real education will continue after the child leaves school. I consider vocal music an essential part of education, on moral grounds. I should not consider other matters of taste as adapted to an ordinary

course of popular education, though they may occasionally be *superadded* to it as rewards to the more advanced.

4. (a) *Sunday Schools* I consider very valuable and important, if well carried on, especially as establishing a bond of sympathy in the highest matters between people of different positions in life and age. They are not to be relied on for secular knowledge.

(b) *Half-time systems* I consider very valuable, and solving many problems. Were they generally adopted in all large towns in connexion with factories, and in country places in connexion with farms, such children having a preference of admission who had acquired rudimentary knowledge, children would be kept at school for a very much longer period than they are at present, probably until 13, instead of 10½. A child's body and mind would then be equally and healthfully trained, without either being overtaxed. Three hours of schooling thus given would be more beneficial than the four at present allowed to his intellectual culture, and a superior industrial training would be given by real, profitable work, than by any artificial contrivance. The parent would thus have some help towards the maintenance of his child, and would not grudge the lengthened schooling, until the young person should be prepared to work the whole day, attending a night school or mechanics' institution class in the evenings. These results are produced in a well-ordered factory school, and I believe that the system might be generally carried out with great advantage.

(c) *Industrial training* is very important in all schools where good habits of industry cannot be presumed to be taught in the homes. I should not recommend it to form a part of the ordinary system of a British or National School for boys, the intellectual training being more important for their future pursuits in life. Needlework is so essential to women in their future domestic position, that I would always make it a part of their school training. It is essential in schools for children of the ragged-school class, in whom the *formation* of steady habits of industry is of the first importance. *Domestic* training cannot be generally or efficiently carried out in a day school; it should always be made an essential part of the training of a *boarding* school, which takes the place of a home.

(d) *Evening schools* are *very* valuable for young persons who are at work during the day, and should be encouraged and helped.

(e) *Lectures and Mechanics' Institutions* are very valuable for young persons who have had sufficient previous training to appreciate them, especially if aided by the sympathy and help of superior persons.

(f) These also are very valuable for the educated portion of the labouring part of the population, care being taken to provide books of a healthy moral tone, containing useful and entertaining matter. I should advise a trifling admittance fee. The more people are taught to rely on their own exertions, the better for themselves; the more self-supporting institutions can be made, the more permanent are they likely to be.

(g) I do not believe that *prize schemes* or *prize endowments* effect the end intended: they excite and stimulate those only who would otherwise do well, and the masses, especially the lower parts of

them, remain untouched. I object, besides, to the general principle of applying such artificial stimuli. Knowledge must be sought for its own sake, and the teacher must rely only on his own zeal and skill in communicating it.

(h) All State appointments ought to depend on FITNESS, and fitness must include educational acquirements.

5. All who *can* educate their children *ought* to do so as a matter of parental duty. The position of the labouring classes does not enable them to give a *good* education to their children, but they should be induced to fulfil their responsibility, and give what they can. A partial payment for schooling by the labouring classes is therefore advisable. On the other hand, it is right, both in the Christian and the economical point of view, that those who are in a higher position in society, and possess the means of superior education, should assist in enabling others who are not favoured with the same means to obtain it. I believe that the help now given by the State, and by enlightened and benevolent persons, to improve the education of the lower and working classes, is very important, not only in the direct result of raising the educational status of the country, but also in the indirect effect of increasing mutual dependence, and the sympathy of different classes with each other. It is not for the good of the individual, nor of society in general, that any child should grow up without education; therefore, in cases where parents *cannot* pay for the education of their children, this ought to be given gratuitously, as in other cases by the combined effort of the State and of individual effort.

II.—ACTUAL STATE OF EDUCATION.

6. In the districts with which I am acquainted I believe that abundance of schools exist for those who are *able* and *willing* to pay a small weekly fee, and to attend them. I believe also that the necessary subjects are in general fairly taught in these schools, and that they are, at any rate, quite sufficient to supply those with education who *desire* to obtain it. But I know that in this and in all large cities, probably also in many rural districts, there are a large number of children who neither *can* nor *do* attend any school. This was strongly set forth in the Educational Conference of 1857. The numbers were there spoken of by H.R.H. the Prince Consort as "2,861,848 who received no education whatever." Of these, he stated that there were 2,200,000 "whose absence cannot be traced "to any ascertained employment or other legitimate cause." The bulk of these will be found to be the children of parents who, in many cases from extreme poverty, but in most from an irregular and precarious mode of life, or even from vicious habits, allow their children to grow up without education, and utterly unprepared to gain their livelihood in an honest way. The children of such parents must remain to form a separate and inferior class of the community, dragging down those immediately above them, and lowering the general standard of education, unless *special* means for their education are adopted. Schools for them must be absolutely free. There are not at present a sufficient number of good free schools so generally operating as to act on *this* part of the population.

III.—Causes of Deficiency.

(a) The want of good schools for what have been termed the perishing and dangerous classes of the community, who form the bulk of the two million uneducated children spoken of above, is very greatly owing to the want of appropriate State assistance, which is not given to these schools as to others, though requiring it more. I believe that were such aid granted, and judicious inspection exercised, the philanthropic public would not be backward in establishing such schools. I have stated above that I do not believe that there is any *general* deficiency of schools for the labouring part of the population: many schools are not as full as they might be; and wherever the want of more schools is felt, voluntary effort is ready to supply the deficiency.

(b) In the free or ragged schools existing there is frequently deficient teaching, arising partly from want of pecuniary means to support a sufficient teaching power.

(c) I have not found want of interest in the parents of the children attending the British school with which I am connected, in the education of their children. I believe that in general, where the education given is good, the labouring classes value the means thus afforded to their children of rising in the world. The parents of the ragged-school class are on the contrary very indifferent about education, and take no pains to control their children.

(d) The poverty of the last-mentioned class, and their improvidence, or even vicious indulgence, makes them anxious to employ the labours of their children as soon as they can do so profitably. This feeling sometimes leads to the early withdrawal from school of the children of the poorer of the labouring classes. The evil would be met in both cases by the establishment of half-time schools, mentioned above.

(e) Possibly in many cases, but not in those I know.

(f) Drunkenness of parents is the chief obstacle to the education of the children. This is greatly encouraged by the number and defective arrangements of places where drink is sold. Throughout my long experience, I have seldom found a case of *abject* misery where drunkenness was not the cause of it.

IV.—Character of the existing System of Government Aid and Inspection.

8. I think that the general principle of Government educational aid to voluntary effor t, with inspection, is good; but that in the gradual extension and development of it many errors have arisen, and especially that aid is given in a very disproportionate manner to those who can and ought to aid themselves, while it is almost entirely withdrawn from the class that cannot obtain education without help, and in which the most voluntary effort is made.

Vide the accompanying pamphlet, "Claims of Ragged Schools," p. 12 and elsewhere.

9. (a) I believe that the pauper school system is not in general well carried out, and cannot be so under existing regulations.

(b) Reformatory schools are now excluded from the aid of the Committee of Council on Education. I think it right that the

maintenance of convicted children should be paid from the Treasury, leaving the schools to be partly supported by voluntary effort. I should not object to the educational department of these schools being under the inspection of the Committee of Council, under certain conditions necessary for the free and effective working of the schools.

Convicted children are of course to be sent to reformatory schools. The children of paupers, and deserted or orphan children, I would send to *good industrial* schools. I never wish to sever the family tie, unless in cases where such a course is necessary for the welfare of society and of the individual. It cannot be for the advantage of either, for children to receive out-door relief, and roam about the streets, leading a life of idleness, and preparing to grow up paupers; nor can it be so for them to be placed in a union school, where they are not prepared to maintain themselves honestly. It should be made law that ALL children receiving parish relief should not only receive also intellectual education, but industrial training. This might be done by means of an industrial school within the union for in-door paupers, if such could be properly managed, and another without for day scholars. I should, however, decidedly prefer their all being sent to a good industrial school under voluntary management, the parish paying for each as a boarder or a day scholar. Such an arrangement would prevent the continuance of a "pauper class of children." Were proposals to this effect to emanate from the parish guardians, there can be no doubt that, with proper aid from the Committee of Council, a stimulus would be given which would lead to the establishment of a sufficient number of good industrial schools. To these all children should be sent, under magisterial sentence, who are habitual street vagabonds, even if they are not pauper children.

10. I believe that the Government system stimulates liberality when carried out in the spirit of its principle. In the day schools (British) with which I am connected there has been no diminution of subscriptions owing to the Government aid; this has been applied to improving the schools. Many persons do object to this aid, but I know several instances of persons who had previously objected, when induced to try, acknowledging its beneficial operation.

V.—ENDOWED SCHOOLS.

11. All endowed schools have a tendency to degenerate, because though money may be invested to maintain them, continued, watchful, conscientious superintendence cannot be secured. Experience has also proved that they have a tendency to rise in the class to which they are opened, so that after the lapse of time the objects originally intended to be relieved are quite cut off from them. All endowed schools at present existing should be placed under close inspection, and adapted to the existing wants of society. I would not establish new ones, but let each generation provide for its own wants.

VI.—SUGGESTIONS.

12. (a) Yes, with some modifications.
(b) Yes.

(c) I would have a complete revision of the numerous minutes which have been issued during the last 12 years, and one clear simple code prepared, which should give unity to the whole system. The general principle adopted should be, as at present, to stimulate and help voluntary effort, and especially to direct aid to raise those classes of the population which *cannot* help themselves. The *luxuries* of knowledge I would leave to be provided by voluntary effort, directing the State assistance only to providing for the education of the people in those matters which are *essential* to a civilized nation. In the accompanying pamphlet, "Claims of Ragged Schools," I have proved that the very reverse of this is the system pursued in recent minutes. The cumbrous nature of the minutes, and their having been framed at various times, gives rise to a diversity of action in different districts, with various other evils.

Evening schools should be aided without being encumbered with the restrictions which make the minute unavailable for the greater number, and especially for evening ragged schools.

The religious instruction should be left in *all* schools, Church as well as Dissenting, to the managers. The Church clergyman could doubtless be relied on to examine the religious instruction in the Parish schools. Such an arrangement would remove many difficulties now existing, and greatly simplify the system.

(d) There should be an inspector for *all* the schools in one district, excepting the boarding schools, which require special attention in domestic matters and industrial training. Much diversity of management has arisen from the present system, as well as a great increase of expense, which might usefully be employed for other purposes.

(e) The voluntary principle, fostered and aided, when *desired*, by Government help, through the Committee of Council, if modified as suggested above, will prove sufficient for the educational requirements of the country.

(f) As carried out in the United States a rate may be good, but I believe that in England, with existing institutions, it could not be carried out so as to secure perfect religious freedom and impartial distribution. I would therefore rather extend and improve the present system than make any radical change in it.

(g) I am not aware *how* a change can be made by law, but I believe that changes *ought* to be made. Many endowed charity schools are now employed by respectable tradesmen, or even persons in a higher grade of society, which ought, in order to carry out the intentions of the testator, to be changed into good industrial schools for the poorest classes.

(h) Great increase of stimulus and help in the education of the very poorest and lowest class is needed. Within my own recollection and observation a very great change has taken place in the condition of the children attending the pay schools. The first large British or Lancasterian school (as it was then called) in Bristol was established expressly for the lowest class of children, and the most wretched lanes and alleys were searched for them. It has now risen above that class, and is an excellent school, enriched with all the new improvements for the children of the working classes, while the neighbouring streets and courts swarm with wretched children, who are "dragged up," rather than brought up, in utter ignorance.

The same is true of the other British schools with which I am best acquainted. Let this very *lowest class* be vigorously grappled with, and the best stimulus will be given to the present pay schools, just as the middle-class schools are now being urged on by the schools under Government inspection. Let schools for the working classes be really good, and let the educated classes afford their sympathy and encouragement to them, and there will be no complaint of want of attendants, or of too early withdrawal of children, under ordinary circumstances. But public prize schemes, and bribery of the children to attend school by capitation grants on attendance, are an unnatural, and therefore unwholesome, stimulus.

13. I would not make attendance compulsory, except in such cases as are contemplated by the Industrial Schools Bill, viz., where the child is frequenting the streets, and growing up in bad habits which must render him a burden to society, either as a pauper or a criminal. I would *not* establish any schools under the *direct* control of the State, as they *necessarily* preclude voluntary effort and individual influence, which are the soul of education. The education given in those schools in which the attendance is compulsory, viz., the reformatory and certified industrial schools, should be such as I have already described as desirable for schools for the working classes, with the addition of industrial training, as insisted on for pauper schools,—the object being, in all, to bring up useful members of society. I would make the education thus given gratuitous, but would compel the parent to pay for the *maintenance* of his child, this being his natural duty. This compulsory payment should be enforced on the parent by legal authority;—in the case of reformatory schools, by an officer authorized by the Secretary of State; in the case of industrial schools by magisterial authority, in cases which do not come under parochial interference.

With respect to "the difficulties arising from differences of religious belief," I would thus proceed:—When schools are exclusively denominational, whether Church or Dissenting (Catholic schools are always to be included under this head), the managers will of course be free to maintain their own religious opinions. Where (as in the British schools, and many others) the schools are supported by and intended for persons of different denominations, there should be simple *practical* religious teaching only, and a strict avoidance of theological dogmas. There is no practical difficulty in this plan, which has been proved in several schools which have been under my care, in which persons of various religious persuasions have worked harmoniously together.

VII.—Teachers and Training Colleges.

14. I cannot speak from personal knowledge of many teachers, but believe that there is a great deficiency of really good ones. I have always had great difficulty in obtaining any for such schools especially as required the exercise of a high moral influence in the teacher.

15. I have never closely examined any training college or normal school, and cannot therefore give an opinion. I doubt whether *real* and efficient preparation for the varied duties of a teacher can be given in a training school, though the intellectual training there afforded may be valuable. There must particu-

larly be this deficiency where the young persons who are being trained as teachers have been previously pupil-teachers. These have not had the varied experience of life, nor even the training given by domestic duties or industrial employment, which are very important to the due development of the character.

16. The foregoing remark applies here. The pupil-teacher training cuts the young person off at an early age from the natural development of character which young persons of that class would otherwise have in the home or the workshop. The intellectual powers are too exclusively fostered. A tendency is induced to arrogance and conceit by habits of command too early allowed. This unnatural mental strain is injurious both to the bodies and to the minds of young persons. I have known one die of decline, and one become deranged, from this over-excitement, the health of others being seriously impaired. I have understood that these results are not uncommon. Again, it is impossible for young persons at 14 to form a correct judgment, or their friends for them, whether they will in mature years be fitted by taste, character, or natural power for the business of teacher. Hence it arises that many young persons, especially females, who have gone through a long training at the expense of the country, eventually adopt other modes of life. There are advantages in some parts of the system, but experience points out many evils. One of these is the amount of time, labour, and responsibility required from masters and mistresses in the training of pupil-teachers. This must materially diminish the effort which they can throw on the school. If they conscientiously discharge both duties, they frequently overwork themselves. I have known instances of this.

I am not prepared to propose a complete system to take the place of this; but, from the superior results which I have observed in another school, where there were assistants of 16 years of age or upwards, not pupil-teachers, I should recommend that the present system should be greatly modified, and that young persons who had gone through an ordinary school education satisfactorily, and who at 16 or upwards wished to train for teachers, should be selected as paid assistants in schools, under certain restrictions, for a few years, and then admitted to a training college for a year or two.

17. (a, b, c) I would pay teachers in day schools by a combination of stipends and fees, thus giving them a pecuniary interest in satisfying both managers and scholars.

VIII.—Results.

18. My general impression, from the intercourse I have had with the labouring classes of the population, is, that very great progress has been made in their *intellectual* culture during the last 20 or 30 years. I infer this, not only from the increased number and superior condition of schools for the working classes, but from the fact that I have very frequently met with labouring persons who were brought up 30 or 40 years ago who can neither read nor write, but very seldom persons in that condition who had been brought up more recently. Uneducated persons of good character I have found anxious to obtain the advantages

of education for their children. I am not prepared to give an opinion respecting the *moral* results. The *social* position, both of individuals and of families, has, however, greatly depended on the degree in which they have availed themselves of the intellectual advantages within their reach, providing always that their moral character is good.

I might bring very numerous facts in illustration of this, but will limit myself to the following.

Mr. B. was a working carpenter, whose wages averaged about 1*l.* 1*s.* a week. The wife earned nothing in addition, devoting herself to the care of her family. They had both had an ordinary education, and were respected in their position in life. They had above 12 children, rearing about eight, and had the ordinary drawbacks of illness, without any help beyond assistance in the *education* of their children, which was decidedly *superior to their own.* They have all turned out very well, and fill a higher station in life than that of their parents, chiefly owing to the education they received, aided by parental care.

Mr. C. was a labouring man, earning, when first I knew him, only 12*s.* a week. He and his wife were *uneducated* persons, but of respectable character. They had then five children, and had buried two, but were never in debt. Mrs. C. scrubbed a schoolroom to pay for her children's schooling. They afterwards had a free and superior education in a charity school. The sons have emigrated at their own expense, having previously obtained fair situations owing to the education they had received. They are doing well in Australia. One of the daughters is an esteemed schoolmistress, the other is a dressmaker. The parents now live in a comfortable house, instead of a room in one of the worst parts of Bristol.

Mrs. P. had a drunken husband, and would have esteemed herself happy if he had given her 10*s.* a week. When he died she had a hard struggle to maintain herself and four sons by the mangle, but she did it, and sent them from early infancy regularly to school. When old enough, they were admitted to the charity school, where they received a superior education. This fitted them for better situations than they would otherwise have had, and they are all doing well. The two eldest are now respectable mechanics, one of them carrying on a business of his own. Mrs. P. still lives in the same low neighbourhood, but has preserved her sons from being contaminated by it through the influence of a virtuous home.

The following instances are from the ragged-school class. But it must be remarked in these, that the actual school learning would have been of little value had it not been combined with a strong personal influence on the individual, which is an essential part of the ragged-school system. These are a very few from among many.

G. P. is a poor orphan. His grandmother took charge of him, and induced him to attend the ragged school. There he steadily improved, and was at last apprenticed to a shoemaker, where he has been doing well for some years.

The three E.'s were miserable ragged little boys, their father, who was a clever painter, being a drunkard. Efforts were made

by friends to keep them in a pay school, by paying for them, but in vain. They were, however, induced to attend the ragged school, where they gradually improved, and got into situations. They are now all maintaining themselves honestly.

J. H. was left without education, and fell into evil ways. He was twice in prison. Still he obtained, at intervals, some education in the evening ragged school, and was brought under some good influence there. When he afterwards enlisted, and was sent out to India, he wrote home excellent letters, did very well, and was promoted. His brother M. was sent from early childhood to the ragged school. He obtained there a very fair education, never became wild, and has been for some time apprenticed to a carpenter, to whom he gives great satisfaction. The father is a day labourer of low character.

Ht. M. was a very low girl, who was induced to attend the ragged school. She there made progress, and was employed as monitor, and then as assistant teacher. She has since kept a school herself, and given satisfaction.

MARY CARPENTER.

Red Lodge House, Bristol,
May 28, 1859.

The Lord Bishop of Carlisle.

Rose Castle, Carlisle,
June 30, 1859.

GENTLEMEN,

I HAVE read the paper of questions on the subject of popular education which you have done me the favour to send. I feel that, with questions so numerous, and so very wide in their general bearing, it would be impossible to do justice to you, to your questions, or to myself, without writing a paper far too voluminous for you to read or for me to undertake to prepare.

I must, therefore, request you will forgive me for sending very short replies, which may be considered either as asserting facts, or as declaring my own opinions formed from data too long to enumerate. Without further preface I take the paper in its order.

PRELIMINARY.

1. I have had opportunities of observing schools in a rural district, in a mining district, and in a large metropolitan parish.

I.—STANDARD OF EDUCATION.

2. This question appears to me to be very nearly impossible to be answered shortly.

(1.) As to times and seasons. Every school that I have seen shortens the time of attendance when the days themselves become shorter. It is manifest that where parents have not the means of making payments, or of being able to maintain a family without adding to their income by insisting upon every member contributing their earnings to the general stock, that, however desirable it may appear to keep children at school, it is altogether imprac-

ticable. If, however, the question be intended to inquire as to the standard of education itself, I would venture to express my very decided opinion that there is a great danger of educating a few minds which will perhaps, from some fortunate circumstances, be enabled to pursue their studies to some profitable end, while, at the same time, there will be numbers pressed forward to learn a little of many things, and nothing perfectly, so that on leaving the school their smattering vanishes away very quickly.

My general reply would therefore be that, except in cases where great talent is manifested, it is desirable that the children of the poor should leave school as soon as they can take part in those duties which belong to their own particular station of life; and that, keeping this period in view, it is better to give them that practical education in those things which they can make use of for the rest of their lives, and which may easily and constantly be retained; for instance (I do not now dwell upon the all importance of religion), reading, writing, and arithmetic, and the rudiments of geography, not, of course, taught mechanically, but intelligently:—.

That thus they may read with pleasure and profit to themselves and others;

That they may carry on communication with their absent friends, and with this view composition in the style of letters should be taught;

That they may be able to keep the simple accounts which concern their family or the office they may hold.

3. I think music is very desirable, taught simply, rather than scientifically.

Drawing is so useful to mechanics that, when opportunity presents itself, it would be wise to cultivate the taste.

Both might be taught on half-holidays, rather as a reward than as an interruption to the more necessary studies alluded to in the preceding answer.

4. *Sunday Schools* are, in my opinion, necessary evils: *necessary*, because the parents cannot and will not teach the children; *evils*, because they break up the family union on the only day on which the parent, being a working man, can see his children. The evil would be partially remedied by allowing parents to call for their children and to sit with them in the church.

Half-time systems I have no experience of, but I feel quite sure the whole day three times a week would be better in agricultural districts than half a day six times a week.

Industrial and Domestic Training.—Most useful; the benefits may be seen in an excellent school under the care of the Hon. Mrs. A. Kinnaird.

5. *Evening Schools.*—One of the best methods of keeping up the knowledge which, as children, they have acquired in the National and Infant schools.

Lectures and Mechanics' Institutes. — The value of the lecture must depend upon the character and power of the lecturer. Speaking generally, I would encourage lectures in every parish. I would not limit these lectures to religious subjects, but rather the contrary, leavening them with religion. Of mechanics' institutes I cannot speak positively.

Libraries, Free and Lending.—To be encouraged, with a careful supervision of books, not to the admission only of religious works, but to the exclusion of all of an immoral tendency.

Prize Schemes.—After careful consideration and examination of this new plan, I approve of it. Care has to be taken that the school at large has attained to a general state of efficiency before it is allowed to select any number of pupils to contend for prizes.

This will in a great measure, the many being sacrificed to the pressing onwards of the few, be for the honour and glory of the masters. The prize scheme will awaken not only the sleepy school, but the sleepy neighbourhood.

Minor State Appointments.—I have no decided opinion.

II.—Actual State of Education.

Limiting my remarks to a school in London which was under my care, I thought it had a very great fault; lads of ten years of age had a most accurate knowledge of the early English history, which was of no use to them, when in a few months they were to leave school and become butchers, and bakers, and grocers' boys. I think a general knowledge of a few leading historical facts of the earlier periods, with a more accurate knowledge of events of a more recent occurrence, would have been more useful. Less time should be spent on the philosophy of grammar, and more might be given to the communication of facts connected with the products of different countries and their adaptation to particular ends, or in conveying elementary knowledge of certain trades, which might be applied by the scholars in after-life.

III.—Causes of Deficiency.

These causes necessarily vary.

In Cumberland, at least, in many parts of the county,

1. The funds are too small to secure good buildings and good teachers, and the parishes so scattered it is difficult to collect the scholars.
2. The teaching is unskilful.
3. I do not believe the parents are deficient in interest they take in the state of their children's education, but they like to see a *show* of knowledge rather than the existence of a good foundation.
4. Economical causes affect the rural districts.

IV.—Character of the existing System of Government Aid.

1. As a whole, I like the character of the existing system. The fault that I find is the never deviating from the rule of insisting on local subscription; this operates badly in two ways,—

1. It gives aid where no aid is really required, where there is not only the *power* but the *will* to help themselves.
2. It refuses aid in cases such as in the poorer districts of London and in many parts of the diocese of Carlisle, where no local subscriptions can by any means be obtained.

The right of inspection is not only desirable where Government gives assistance, but I wish it were possible to insist upon it in every Church school.

With regard to paupers, criminals, deserted and destitute children. If the country is compelled to support them, I conceive that the country has a fair right to compel the education of such children, if it were only on the plea that religious education secures the best and most useful subjects to the Queen; the country would then consistently appear *in loco parentis.*

V.—Endowed Schools.

I refer solely to schools with small endowments, such as abound in the counties of Westmoreland and Cumberland. I believe I state a fact, which admits of no controversy, that as a whole those schools are worse than any others, and that either their endowments should be consolidated so as to make from the funds of many, one good middle-class school, or confiscated as hindrances to the real work which ought to be secured.

VI.—Suggestions.

1. Maintain existing system.
2. No need of further development.
3. Modify it by refusing aid when neighbourhoods are really wealthy; by granting aid when it can be proved that means do not exist for raising local subscriptions. The difficulty of deciding on this point is great, but might, I think, be partially overcome.
4. I would, as far as possible, encourage Government inspection in preference to district or diocesan. Local influences more or less cramp the excellence of local inspectors.
5. This is more or less answered by 3.
6. No rates.
7. There should be a thorough sifting of endowments.
8. Night schools for prolonging education and preserving the results.

Establish lectures. United action of laity and clergy. Competitive examinations and prize schemes for attendants at night schools who have ceased to be attendants at day schools.

Perhaps a competitive scheme might be instituted for *masters*, the prizes being awarded in proportion to the knowledge, discipline, and general excellence of the school, not to the possession of knowledge by the master himself.

9. Attendance should only be compulsory on paupers, criminals, deserted and destitute children; except as *now* in the case of factories and mines.
10. Schools not to be so under the direct control of the State as to be taken from the clergy and local bodies; for then local interest would diminish; pastoral ties would be broken. The general work would suffer, and I believe then that the carrying on the work without *rates* would be impracticable.

VII.—Teachers and Training Colleges.

My fears are, that masters and mistresses are led to be dissatisfied with their social position. They are too much educated for their equals in rank. They are not of a class with whom the more educated will associate. If there be real grace in the heart, pride will be kept down; if not, I am not sure you are not raising

a body of men who, to say the least, may be unprofitable to the State. The isolated position of schoolmistresses is a very great evil in itself, and full of danger to the young women. The pupil-teachers are a body which time alone will test. They are chosen too often not because they are the best for the purpose, but because they are the only children the parents will allow to take the work. Their age makes it almost impossible to judge of their religious state. I fear, therefore, lest there should be children educated for teachers who are not religious teachers, and thus, that the religious education of our National schools should materially degenerate.

The teachers should be paid by fees and stipend combined.

VIII.—Results.

I will not attempt to give any opinion on these points.

Gentlemen,

I am aware how very imperfect this rapid sketch must be. I was unwilling to pass by your questions. I believe that practically the educational system is working great and steady improvement in the country.

I am,
Your faithful servant,
H. Montagu Carlisle.

The Rev. Francis Close, D.D., Dean of Carlisle.

Preliminary.

1. I have had very considerable opportunities for observing the operation of existing systems of education, and have been particularly engaged in the work ever since the year 1820.

I.—Standard of Education.

2. In my judgment the *standard* cannot be made too high. There is not the smallest danger of over-education; the obstacles, social, civil, and religious, are too numerous.

"The age" to which education may be extended can surely be limited only by the capacity or inclination of the parents to send their children. I have known grown-up persons and mothers to attend Sunday schools, from unwillingness to leave them. The question admits of as many answers as there are varieties in the circumstances of the population.

3. "The amount of education" which may be imparted is, again, quite *incalculable*. It will depend on the regularity of attendance, on the ability of the child, and the talent and devotedness of the master. I do not see how any *maximum* could be drawn; a minimum might be calculated with more probability.

In the present average of attendance, miserable as it is, every child that passes through our schools *ought* to be able to read fairly, to write tolerably, and to be acquainted with the first rules of arithmetic. Not one in twenty attains to this standard, chiefly

because through irregularity or idleness so few reach the upper classes.

I would introduce "matters of taste," and the more liberal sciences, as far as I possibly could, consistently with a solid education, imparting that chiefly as rewards, and stimulants to industry in *drier* studies. I was for years of an opposite opinion, but for the last 20 years of my life I have become more and more persuaded that the *operatives* and other children must be *won* and *elevated* by the attractions of science, literature, and the fine arts.

4. (a) *Sunday schools* should be confined to those children who are not trained in our improved day schools. I am confident that the Sunday school is just a faggot above a load in many instances. The Sunday-school teachers, as a body, however pious and well-intentioned, are inferior even in Scripture knowledge to the day-school teachers, and they are generally wholly unskilled in the art of training. I have seen the children of a class laughing at the blunders of their Sunday-school teachers. I firmly believe that the subsequent irreligion of so many who have been through our schools is to be traced to the injudicious amount and quality of the whole Sabbath-day instruction. Sunday, instead of being a day of rest and relaxation, is the heaviest and dullest day of the seven to the poor children. The clergy in general differ from me on this point; but every year's experience confirms me in my opinion.

I.

4. (b) and (c) I have had but little experience in these systems. Of "domestic training" I should conceive there is none.

(d) Of evening schools I have the highest opinion, especially in manufacturing districts. I have one myself in this city, and there are several others. There are young people of all ages in them; but I am inclined to think that they are chiefly sought by those whose education has been totally neglected, and who become conscious of their loss, while those schools which profess to *carry on* pupils who have left our day schools to higher branches of study *do not answer so well.* I have about 90 young people, male and female, in my night schools, and not one in 20 could read words of two syllables when they entered.

(e) "Mechanics' institutes" rarely meet the classes we aim at, and "lectures," except by some very celebrated persons, are generally failures.

On (f, g, and h) I offer no opinion.

5. I consider it always an evil if the poor do not pay something for their education. *That* which costs nothing they value little, Very, very few are too poor to pay one penny.

II.

6. I think that any answer that can be given to these questions must be so vague or so partial as to be of no value.

III.

7. The causes of deficiency in education are nearly exhausted in the list given under this head. One or other of them will be found at the root of all failures. "Deficient and unskilful teaching" is, we hope, fast diminishing. The utter indifference of the parents,

generally, remains, and their improvidence in sacrificing their children's education for remunerative labour, however low.

I do not believe that the children of this country will ever be educated unless some sort of compulsion is used.

IV.

8. I have ever been an advocate for the existing system of Government aid and inspection, not because it is perfect, nor because I approve of every detail or order, but *because it is* right *in principle*, because it is the only rational and practicable scheme yet propounded, and because it has done and is doing incalculable good. It *fails totally* in poor districts, and where it is most wanted; but I cannot see why a margin might not be left for such cases, even at the hazard of breaking in on the great principle of aid. I am quite content with the religious arrangements involved in it, and I believe them to be the only plans which can by possibility be adjusted with the circumstances of the country. Any universal, or common, or national system of education, could only be *secular*, and would have my hearty opposition, and that of nine tenths of all the religionists of every sect in the country, excepting always the Unitarians. I should consider the disturbance of the present system the greatest educational calamity which could befall the country. Extend it, enlarge it,—make it a little more *plastic*,—burn its red tape,—and little more would be desired.

9. If by "pauper schools" workhouse schools are intended, they are (when under Government inspection) among the best schools in the country; and so they ought to be, in spite of the stupid and ignorant guardians who for the most part lord it over them, because the children are withdrawn from the bad influence of their parents, if they have any, and there is nothing to interfere with moral and intellectual training. Of "Reformatories" I have no experience. The children of absolute paupers, criminals, &c., should be taken up by the State, and formed into *model schools*. It would be *a great boon to attach such schools to training colleges, who often find it difficult to retain children in their normal schools.*

10. The Government system, to my certain knowledge, has stimulated voluntary liberality to a vast extent, to an amount many times larger than the grants in aid. No one would be more jealous than I should be of anything which tended to diminish voluntary effort. All that the Government has hitherto done has had a directly opposite tendency.

I do not believe in any "conscientious objections" against the Government system; at least to any important extent. There may be a little knot of ultra-voluntaries on the one side, and of priestly absolutists on the other, who view every effort of the party as "*Erastianism*," but neither party is numerous or influential. The Government scheme shows such honest respect for all the great and important diversities of religious opinions, that in this respect, in my judgment, it cannot be improved.

V.

11. "*Endowments*," at least in connexion with the schools of the working classes, are, generally speaking, unmitigated evils. Perhaps I speak too strongly, influenced by a large acquaintance

with the parochial schools of this diocese. In most cases the evils of endowments are so great that parishes would be far better without any such schools at all. The endowment makes the master idle and indolent, and in many cases occasions the exclusion of the clergyman from all influence in the school.

VI.

12. I think I have answered from (a) to (e) in this list of questions. And so we come to,—

(f.) *The rating question.*—Here the Commissioners must pardon any strength of language which I may use, considering, as I do, from large acquaintance with *rate-payers and rate-administrators* in town and country, that to connect *education* with the system of *rates* in any way whatever would be the greatest *curse* which could be inflicted on the country. I stand aghast at any man in the least acquainted with the subject who could propose such a thing.

13. I have already stated my conviction, that unless some scheme of a *compulsory* character can be struck out the great bulk of the people will remain uneducated; but to suggest one is a most difficult matter. If the Commissioners would care to have any thoughts of mine upon these momentous points, 12 and 13, I would give the subject more thought, and reply to them again.

VII.

14. There can be but one opinion of the general *demerits* of private schools, especially for the middle classes and those immediately below them. The secular instruction is meagre,—mere book work,—technical and senseless; and of moral training and religious instruction there is none. All this applies in fullest form to dames' schools. Even those for infants are as pernicious as they can be, both for the *bodies* and for the *minds and tempers* of the little ones.

15. The training given to masters and mistresses in normal schools and colleges is in many respects well adapted for the object in view. Perhaps of all such colleges, certainly of all with which I am acquainted, the fault is, that the *teaching* is more attended to than the training. This is a fatal necessity, caused by the present organization of those schools, and their connexion with Government. Most of them depend chiefly for their support upon the Government grants, certificates, &c., and these depend upon the *knowledge* of the students; *knowledge*, therefore, rather than the faculty of teaching, becomes the *necessity* of these institutions.

It is not possible for the students to devote sufficient time to the art of teaching and training, if they are to *cram* the amount of knowledge required for a good position in the classes. Hence there is a constant temptation offered, both to the professors and to the students, to neglect that which ought to be the leading feature of their education, for the mere acquirement of knowledge.

I am not one of those who grudge any amount of knowledge attainable by the students,—the future masters and mistresses of our schools. Would that they had *all knowledge*, and on *every subject;* but I hold that the *science* of *imparting knowledge*, and of *training minds*, and *forming character*, and *managing schools*, should be the *first*, the chiefest, and the most important part of their

acquirements in a training college. It is a *fact* that some of the highest *class men* make inferior masters, while some of those who have stood much lower in the classes make far better masters. Mere book work and paper excellence will not secure active, clever, energetic, *vivacious* schoolmasters.

How this evil is to be abated, except by totally striking out of the examinations all the *high subjects*, I don't know.

Owing to the Queen scholar system, the evil is increased, because the colleges scramble for the cleverest, who will bring them the most credit and money, and no respect is had to the "aptness to teach;" I mean in the choice of candidates.

I am by no means objecting to any essential character in the whole system; but I am pointing out an evil sensibly felt by all who have practical knowledge of this part of the subject.

Hundreds of schools are languishing for masters and mistresses moderately gifted with *knowledge*, possessed of teaching and training powers, and who would be contented with a *moderate salary*.

I hear it said that the *supply* of teachers is exceeding the demand. *I do not believe it.* The *supply* does not *suit the demand.* Schools cannot afford to give the price of the first-rate master, and so *this will cure itself.* He will seek other employment and better pay, and you must give us *a humbler race of teachers.* In too many cases the "knowledge" of these men does "puff them up," and being on many *common subjects* far better instructed than their employers, even than many of the clergy themselves, this result is very natural.

Something must be done to remedy this great evil. What that should be I am hardly prepared to say, unless it were to give higher classification to those skilled in the science of training than to mere paper work and book knowledge.

It rests with the Committee of Council. The training colleges will ever produce the article which will pay best. If the inspectors gave the highest premium to the best cook all the students would be disciples of Soyer.

16. I think the pupil-teacher system works admirably; it is a heavy strain upon the time and strength of the master and mistress, in *one way*, but, if judiciously managed, it is a relief to them in another way.

17. The mode of payment must vary with local peculiarities. A real good master will work as well without the stimulant of head money, though there may be many to whom it might be advantageous. In all the schools, both in Gloucestershire and Cumberland, with which I have been connected, the teachers have had fixed salaries.

VIII.

18. On results I really can give no opinion, and I do not know any one who is competent to do so; at least none whose opinion I should value.

One good plan is not alluded to,—*schoolmasters' associations.* Under good management I think them very beneficial.

Apologizing for prolixity,

I have, &c.

(Signed) FRANCIS CLOSE,

June 7, 1859. Dean of Carlisle.

The Rev. John Cundill, B.D., Incumbent of St. Margaret's, Durham, and the Rev. J. G. Cromwell, M.A., Principal of the Diocesan Training School, Durham.

PRELIMINARY.

1. Many years ago I inspected schools in the counties of Durham and Northumberland for Government and the National Society. I was the first Principal of the Durham Diocesan Training School for masters, and continued in that situation for upwards of 10 years. I have long been a member of the managing committee of a large central school in Durham, and have taken an active part in the transaction of the business of the Durham Diocesan School Society. Since 1842 I have been the incumbent of a populous town parish in the city of Durham, principally inhabited by the poorer classes.

My experience applies to the diocese of Durham, and principally to the children of pitmen, and of the working and industrial classes resident in a town.

JOHN CUNDILL,
July 18, 1859. Incumbent of St. Margaret's, Durham.

PRELIMINARY.

1. Ten years ago I became the Vice-Principal of the Durham Diocesan Training School, and seven years ago I succeeded the Rev. John Cundill in the office of Principal of the same institution. During the whole of my residence in Durham I have been the acting manager of large central schools containing between 400 and 500 scholars. I have visited nearly every training school of importance in Great Britain and Ireland, and I have some slight personal knowledge of schools in France and Belgium. As president of a schoolmasters' association, I have visited numerous schools in many parts of the diocese of Durham, and from frequent intercourse with school managers, schoolmasters, and inspectors, I have had many opportunities for obtaining information on elementary school matters.

J. G. CROMWELL,
Principal of the Durham Diocesan Training
July 18, 1859. School for Schoolmasters.

I.—STANDARD OF EDUCATION.

We consider it practicable (without compulsory education) for boys to continue at school up to the age of ten or eleven, and for girls up to the age of eleven or twelve. But the irregularity of the attendance of girls is always much greater than that of boys, as they are much more useful at home.

We consider it *desirable* for boys and girls to continue at school up to the age of twelve or thirteen.

3. We consider that children of twelve or thirteen years of age might reasonably be expected to acquire a knowledge of the

elements of religion, and of the more important secular subjects, *i.e.* reading, writing, and arithmetic, together with an introduction to grammar, history, and geography. We think that vocal music should be taught both to boys and girls, but that drawing need be taught only to boys who are intended for mechanical occupations.

4. (a) Our opinion is that Sunday schools are useful for imparting religious knowledge, and for the formation of good habits in both sexes.

(b) We think that the result of the half-time system is doubtful; for we understand that under its operation there are not a few parents who evade the object of the law by keeping their children at home until the legal working age.

(c) We think that a system of industrial and domestic training, wherever it is practicable, would be highly desirable, but the difficulty of raising the requisite funds, not to mention other serious obstacles, will always be a bar against its general adoption.

(d) We firmly believe that the most practicable method of prolonging the period of instruction in this country among the working classes, will be found to be that of evening schools. Such schools do not interfere with the industrial occupations of the population, and wherever a thoroughly able, earnest, and experienced master can be procured, they are almost invariably successful.

(e) Experience has proved that Lectures and Mechanics' Institutes have generally failed.

(f) The advantages of free and lending libraries have been in some large towns so conspicuous, that we should wish to see them much more generally adopted.

(g) Prize schemes have been useful only to a very limited extent. The inducements that can be offered are not sufficient to keep children at school beyond the usual age; and the competitors would probably, for the most part, have remained at school under any circumstances.

(h) The distribution of minor State appointments on educational grounds would, in our opinion, be highly impolitic.

5. Education should not be supplied to the poor gratuitously, for several obvious reasons; but it should be paid for by them partially—or we would say entirely—(with the exception of Government grants, and the cost of the erection of school buildings) whenever the rate of wages would enable them to do so.

II.—Actual State of Education.

6. Owing to the early age at which children of the working classes generally leave school, and to their very irregular attendance whilst they profess to be at school (the latter remark is especially true in the case of girls), the standard indicated in the answer to question 3 is not generally attained; and much that has been attained is afterwards forgotten.

III.—Causes of Deficiency (if any).

7 (a.) The causes of the deficiency of education cannot, with much show of reason, be attributed to deficiency in the number of schools, though it may be admitted that their efficiency would be

increased if the funds necessary for their support could be more easily and more largely obtained.

(b) We do not think that unskilful teaching or wrong choice of subjects do at present much impede the progress of education.

(c) But the want of interest on the part of parents in their children's education is one of the greatest obstacles with which we have to contend.

(d) To the value of the labour of children, especially in mining and manufacturing districts, we are inclined to attribute one of the chief causes of the present deficiency of education; but we do not believe that the inability of parents to pay school fees has much to do with the question. Girls, and sometimes boys, have to attend to younger children, to assist in household duties, and to run errands.

(e) We cannot attribute any deficiency to the bad management or to the bad organization of schools; and, in the majority of cases within our own knowledge, no fault can be found.

(f) See our answer to question marked (d) above.

IV.—Character of the existing System of Government Aid and Inspection.

8. Our opinion of the existing system of Government aid and inspection is on the whole favourable. Poor districts, however, do not obtain under the operation of its Minutes so much assistance as the more wealthy ones, and in some cases they are altogether excluded from participation in the Parliamentary Grants. In some of the remoter districts inspection is still looked upon with suspicion; but this feeling is disappearing. The success of inspection depends to a very great extent, perhaps more than is desirable, on the personal disposition and qualification of the Inspectors. Districts in which the Government system is in operation are undoubtedly benefited by it; and those in which it is not yet adopted are relatively, as to the race of life, in a worse position than they were before.

9. (a) It is a question whether schools maintained exclusively for paupers do not deepen and propagate the spirit of pauperism; but large schools entirely separated from union workhouses (as the Swinton school near Manchester is) seem to be less mischievous in this respect than schools which are held within the precincts of a union workhouse.

(b) We have had no experience in the operation of reformatory schools. We should be disposed to send the children of paupers, and deserted and destitute children, to the schools of their respective districts; the cost of their education to be paid out of the poor's rate. Children who are criminals we would send to reformatory schools.

10. The existing system of Government aid and inspection does undoubtedly stimulate voluntary liberality. We do not know of any persons who entertain CONSCIENTIOUS objections to its existence.

V.—Endowed Schools.

11. The appointment of masters to endowed schools is sometimes made a job of, and difficulty not unfrequently arises in getting rid

of inefficient or improper masters. The knowledge of this difficulty sometimes leads masters to slur or neglect their duty; and if their whole salary arises from endowment, this temptation is the more powerful. No doubt in some cases the conditions inserted in founders' wills do interfere with the adaptation of endowed schools to the existing condition of society.

VI.—SUGGESTIONS.

12. (a) We are certainly in favour of maintaining the existing system of Government aid and inspection, subject to the alterations which we suggest in our answers marked below (c) and (d).

(b) We should wish to see the existing system further developed.

(c) We would suggest that some relaxation of the present rules as to grants in cases of poor, suburban, and rural districts would be productive of very great good, and would remove some dissatisfaction.

(d.) We would suggest that local boards, associated with Government inspectors, might with advantage be established for the consideration of applications for grants of money. And it might be desirable that local inspectors should be associated in the work of inspection with those appointed by Government, if such an arrangement could be effected. At any rate, the reports of the Government inspectors should always be accompanied by those of the resident managers.

(e) We should decidedly object to the adoption of the voluntary principle in relation to the maintenance of schools. Wherever they are inefficient at present the fault may generally be traced to a want of the necessary funds, and the voluntary principle would simply augment our present difficulties.

(f) We should decidedly object to a system of rating, for many reasons, and more especially because the management of schools would thereby fall into the hands of persons either incapable of dealing with them, or not personally interested in their welfare.

(g) As to existing charitable endowments, *already applicable to the purposes of education*, we would suggest that greater powers should be given to the Charity Commissioners, in whose proceedings there is now great and serious delay. But we object altogether to any perversion of charitable endowments from their original objects, when these are not from circumstances either impracticable or *contra bonos mores.*

With reference to the efficient maintenance of Sunday schools we would suggest grants in aid of voluntary local efforts for the purchase of books, prizes, &c., and for the payment of superintendent.

(h) With respect to the methods of prolonging education and preserving its results, we would suggest an extension of the present system of grants of money to evening schools for general purposes, and we would suggest that the same system should be extended in aid of voluntary local efforts to free and lending libraries. We are of opinion that the Act enabling Town Councils to rate boroughs for this purpose is inoperative, nor does it apply to the country at large.

13. We would make attendance at school compulsory; and we would impose upon the parents the obligation of insuring the attendance of their children at school, and we would make the

non-fulfilment of this obligation a misdemeanor. We do not wish for the establishment of schools under the direct control of the State.

As to the difficulties arising from the differences of religious belief, we have to remark in general that these are much exaggerated in the minds of some people; we have never met with an instance (except in the case of Roman Catholics) in which difficulty has arisen from the cause.

NOTE.—We have made our answers as brief as is consistent with perspicuity; but should the Commissioners wish for further information as to any particular points, we shall be happy to supply all we can.

VII.—TEACHERS AND TRAINING COLLEGES.

14. The qualifications of masters and mistresses of public schools in this district are generally sufficient, and the deficiencies yet existing are fast disappearing.

We cannot say the same of the qualifications of masters and mistresses of private schools, but more may be said in favour of the mistresses of dames' schools.

15. See answer to this *ad finem*. Mr. Cromwell, being Principal of the Durham Diocesan Training School, for obvious reasons declines to give an opinion on the several points of this question.

16. Due care is not always used in the selection of pupil-teachers, nor is their special training always so carefully attended to as it might and ought to be.

17. We think that schoolmasters and mistresses should not be paid entirely either by fixed stipends or by fees, but by a combination of the two.

18. The steps taken to improve and extend education are, as we conceive, of too recent a date to justify us in giving a decided opinion on these points.

JOHN CUNDILL,
Incumbent of St. Margaret's, Durham, and late Principal of the Durham Diocesan Training School.

J. G. CROMWELL,
Principal of the Diocesan Training School, Durham.

Durham, July 18, 1859.

VII.—TEACHERS AND TRAINING COLLEGES.

15. I am of opinion that in training colleges there is too much instruction and too little education. Too many and too advanced subjects are taught, especially in mathematics. Hence superficial acquirements, conceit, and discontent on the part of those trained. On the whole, the training should be more industrial and of a more practical and elementary character. I think it also *extremely important* that the principal of each training school should be associated with the Government inspectors in the examinations of the institution over which he presides.

The training school for masters in the diocese of Durham is in a highly satisfactory condition, and will bear comparison with any in the kingdom.

That for mistresses has been but a short time in operation.

Not always. The youngest are usually the most conceited, self-willed, and discontented, which, in addition to what is said above, may partly arise from their being suddenly put in possession of an independent position, and of what is to them a large income.

JOHN CUNDILL,
Incumbent of St. Margaret's, Durham, and late Principal of the Durham Diocesan Training School.

Durham,
July 18, 1859.

In addition to what has been said in answer to question 13, I beg to say that I should desire to see some test applied under the compulsory system, which should aim at discovering, by an official examination, whether every child of a certain age (say 11 years) had made some definite acquirements. If any child should fail to pass the specified examination, it should not be legal to remove such child from school till the next periodical examination should have been held; and if a child should fail a second time, then the examiners should have power to decide whether such child should be required to appear again at a third examination or not.

J. G. CROMWELL,
Principal of the Durham Diocesan Training School.

Durham, July 18, 1859.

The Rev. Derwent Coleridge, M.A., Prebendary of St. Paul's, Principal of St. Mark's College, Chelsea.

PRELIMINARY.

1. IN early life I had some acquaintance with the high schools, "Latin" schools, or free schools of Cumberland and Westmoreland, where the children of the yeomen, boys and girls, and of their labourers were taught together; the former receiving elementary, the latter in some cases more advanced instruction. The master was commonly a good practical mathematician, with some knowledge of Latin, and perhaps of Greek—enough to construe the Greek Testament. In these schools particular youths might be prepared for St. Bees, with a view to holy orders, while the general run of the education did not go beyond reading, writing, and arithmetic. The more advanced scholars were well fitted for places in the excise, clerkships, and the like. I think the lads did more for themselves, and at the same time received more individual instruction than is common under the modern systems of popular education. Such schools, however, are only adequate to the wants of a sparse population, and in the north of England, as in Scotland, are or were specially adapted to the prevailing state of manners; the owner of the soil and his wife associating on nearly equal terms with the farm-servants of both sexes. Still the precedent is instructive. Besides its bearing on the general question of "endowed schools"—of which I will say a few words under the proper head—it tells, as far as it goes, in favour of educating the master even of an elementary school above the level of the subjects which he will commonly be required to teach; while it points to the

advantage of adapting the parochial school to more than one class of children. Under what circumstances this may be advantageously effected, and what precautions are required, must be discussed elsewhere. It was from these schools that Dr. Bell took his first masters.

From 1826 to 1840, I was head master of an ancient grammar school, with a small endowment, where the sons of the upper tradesmen attended with those of the country gentlemen and professional men, the instruction being strictly, though not exclusively classical. The want, however, or at least the desire, of a distinctively commercial education was beginning to be felt in the town, leading to a separation, not in my opinion, altogether advantageous to the commercial class—but this belongs to a different branch of the subject. At the same time and in the same place I assisted in establishing parochial schools for both sexes, which, however, passed eventually from under my control.

From the year 1840 to the present time, I have been principal of the National Society's training college for schoolmasters at Chelsea, which was commenced under my superintendence. Accordingly my experience dates from a period prior to the formation of the Committee of Council on Education, or to the introduction of the pupil-teacher system. To the college a large practising school is attached, which is carried on under one head master in two departments, corresponding generally to two classes of children. The upper department approaches to the character of a middle school.

I.—Standard of Education.

2. The precise age will differ in different localities, and must always be left to be determined by the exigencies of the case. The master, the clergyman, and the inspector will do all they can by fair means to prolong the period of instruction, either during the whole or of half of the usual school hours, or even at intervals; but I am averse to any compulsory measures, direct or indirect. I should not even be disposed to encourage complaints on this score as a plea for shortcoming, though doubtless the limit of instruction will ordinarily be contracted, and its permanent effect weakened, in some proportion to the age of the child when he leaves school. The necessities of labour, the future prospects of the child *as a labourer*, and the present need of his parents must be considered first. Let this be accepted as a fixed condition of the problem, and let the educator be made to feel that he must grapple with the difficulty as it stands. Let him see what can be done to improve the time of school instruction while it lasts, and to supplement it when it is over. Say that in rural districts the children leave school, as a rule, in their eleventh year (soon after they are ten years old). They may then have been taught in the infant and National school for a period of five or six years.

3. Say that in the infant school, to which great attention should be paid, they have learnt to read words of one syllable, to form their letters on a slate or otherwise, to have gone over the addition and multiplication tables, besides having received the usual religious instruction proper for children, and to have acquired some simple notions of "common things," while they have been committing

their hymns and little songs to memory, and have had their ears trained to the perception, and their voices to the utterance, of musical sounds (all of which, and more, is accomplished in a good infant school, the children of which leave at or before seven years old). There will then be three years to spend at the National school, at the end of which, with a child so prepared (if the process be natural, and not overstrained), a fair knowledge of reading, writing, and arithmetic, with the outlines of English and Scripture history and geography, may very well have been mastered. Almost every child may have been taught to read the narrative portions of the Bible fluently, to write a fair round hand, and to work addition of money, with the elements of religious knowledge. This is a *minimum* standard, and has regard to the manifold difficulties with which the master has often to contend, in particular irregular attendance, and an almost entire absence of a favourable influence at home. Something too may have been done to correct his temper, and to teach him self-control; and till this much has been accomplished it will be well to see what hindrances lie behind, and try to remove them, rather than to attempt *to pass the barrier which appears to be fixed in front.* Wherever a class of elder children can be kept together, and *more* can be done in the way of teaching, let it be done by all means—the more the better, so that it be done well. Let there be more and higher reading, more and higher arithmetic, with the elements of mathematical and physical knowledge, and English grammar well taught, but do not let anything be forced. The practice of composition in connexion with useful knowledge, statement of facts, and the like, should be carefully attended to; a little knowledge of music may be gained early, which may be continually improved; but I do not think that much drawing can be taught in schools where the children leave at ten years old. Under more favourable circumstances, with elder children at school, as well as by every supplementary method that can be devised, I think that drawing should be made an integral part of education, and that the cultivation of the taste should be encouraged; but it is not the one thing needful in popular education as it stands at present.

In every school the practice of *reading*, even with the youngest children, should be encouraged, and, as far as may be, enforced. Little story-books of the simplest kind, and the more amusing the better, should be read, not only at school, but at home. If once the habit shall have been gained, and the habit formed of *independent* reading, if once any pleasure has been experienced in this occupation, the great difficulty has been overcome; an instrument of self-culture has been secured, the use of which may be encouraged and assisted out of school, and after the school has been left for labour. Surely in small places much may be done, by following the boy or youth to his home, with benefit both to himself and to his family. Any how, there should be *more reading*, not the process merely—*learning* to read—but reading *itself, the result.* If the day-labourer can read for his amusement, he will doubtless be able to express himself sufficiently well in writing; if a soldier or sailor, his letters will be much to the point; his spelling and grammar will improve, though this is not a matter of the last importance in his case. The amount of school-teaching necessary to produce this result, with a sufficient knowledge of

accounts for petty commerce, may, I believe, in almost every case, have been given, if the time before ten years old has been well employed, though I am far from intimating that the Sunday school, and, if possible, the night school, will not be always desirable, and often necessary, to carry on what has been begun in the day school.

4. My particular experience does not enable me to speak with authority on the various methods of supplementing school instruction named in the 4th question; each and all will doubtless be found useful under certain circumstances and within certain limits. Thus much is certain—(1) the son of the labourer, if not his daughter, will almost always be a mere child when he leaves school, with the modicum of learning above indicated, supposing that even this has been attained; and (2) that in the absence of home teaching (to which Scotland has owed so much) he must be dependent, generally speaking, upon help from without, not merely for the advancement, but for the *preservation* of his acquirements: and this is more or less true of other classes ranking higher in society. To this point, therefore, I think the attention of educationists should be anxiously directed, for I believe the moral effects of such after studies to be no less certain than the intellectual.

III.—Causes of Deficiency.

7. I believe that all the causes of deficiency enumerated in this section operate in different parts of the country, and to these must be added, in many places, the want of churches, or other centres of religious teaching, on which the foundation, support, and efficient management of schools is mainly dependent. I believe that very much has been done and is doing, with considerable success, to remedy these evils, and that what is mainly wanted is to persevere hopefully, patiently, and zealously in the same course.

IV.—Character of the existing System of Government Aid and Inspection.

8. Putting aside all questions of detail, my opinion is decidedly and warmly in favour of the existing system of Government aid and inspection. That it affords most help to those who are most able and willing to help themselves, though still unable to dispense with its aid, is according to the nature and inevitable order of things. If there be some districts which fall below its direct operation, these are not worse off than they were before, in many cases they are much better. Of this I can speak with distinct recollection, having repeatedly examined the masters of rural schools before the system came into operation. They have now harvest meetings, organizing masters, clerical inspection, and other aids not derived from Government, but acting with it, and even to some extent aided by it, to say nothing of general emulation and example. Accordingly the masters, as a class, are more respectable, and the schools more efficient than formerly, but the want which undoubtedly exists is now *felt* and *expressed*. This is as it should be, let it be seen what can be done to meet it, but not at the expense of the good already done or doing.

10. I believe the Government system does stimulate private liberality, upon the whole, to an immense extent, and if in some cases it may appear almost to supersede it, as perhaps in the case of training schools (the annual maintenance, not the building), this has resulted from the proved inadequacy of private support for this object. Even here, however, the loss is more apparent than real. More money, on the whole, is subscribed for the maintenance of training schools than would have been forthcoming if no aid had been given by Government, only what has been concentrated in a very few training schools is now divided among many; not to mention that the subscription which may be withheld from the institutions so largely aided is in almost every case transferred to the school. A large proportion moreover of the sums collected from the lower orders for the education of their children is due to Government, without which the schools would either not have existed or not have been efficient.

I have known a good many clergymen who have been unwilling on one ground or the other to receive Government aid, but I have generally found them open to conviction; and in fact their schools are now in most cases under Government inspection. I believe any opposition now existing on conscientious grounds to be very partial indeed.

V.—Endowed Schools.

11. Many endowed schools have been supplied with masters on my recommendation, with whom I have afterwards communicated on the subject of their appointment, and very many others I have been unable to assist from the inadequate provision which they afforded, whether for the master or for the general maintenance of the school. I believe that they might be rendered extremely useful for the purposes of popular education, but that as now constituted they frequently act as a hindrance. The trusteeship too often interferes with the appointment of a good master or the removal of a bad one, and generally with the efficient management of the school. The endowment itself, even if the school be under Government inspection, may be too high to admit of Government augmentations, and below the emoluments of a good National school. If this restriction were removed, or the limit placed considerably higher, the objections of the trustees to Government inspection would almost always be overruled. The best masters would then seek these appointments, as offering higher advantages, while the risk of forfeiting their augmentation grant would still act upon them as a useful stimulus. Thus, instead of being among the worst, these schools might be made among the best in the country, and this, without any interference with existing rights. I should be strongly in favour of retaining, when practicable, any ancient usage or distinctive features which they may have retained or which may probably belong to them; as, on the one hand, the teaching of grammar in the old sense of the term, and on the other the clothing and apprenticement of the children. By the acceptance of Government aid they would be thrown open to the labouring population, who would be benefited rather than injured by the admixture of scholars from the classes immediately above them. Education, in my opinion, should be studied as a whole

before it is considered in parts, and a sharp division between the several portions, corresponding to the manifold gradations of social rank, is, I venture to assert, inexpedient in practice.

VI.—Suggestions.

12. (a) Yes.

(b) Yes. I would gladly see it developed, both as to the extent of its operations, and the class of schools to which it is applied. It should, if possible, descend somewhat lower in its range. Perhaps the sole charge of small schools might be offered to pupil-teachers of more than 20 years of age, and to assistant masters of one year's standing. For this suggestion I am indebted to Mr. Clark, the principal of Battersea, who also fully agrees with me as to the desirableness of increased liberality in the case of small endowments.

(c) Alterations in matters of detail may be required, and are in fact constantly being made; but I am not disposed to recommend any important or general modification of the scheme *for its present objects.*

(d) The visits of inspectors are complained of by those interested in particular schools as too short, hurried, and occasional. I think a system of preparatory inspection under the control and direction of the chief inspector, might be attended with the best effects. The inspector would thus be enabled to form his judgment upon fuller and more certain data; and in very many cases the mistakes and short-comings of which he has to complain might be prevented. His influence would have gone before him. Moreover, if the post of sub-inspector were open to National schoolmasters, say of seven years' standing, and to the subordinate officers of training schools at a commencing salary of 150*l.*, or 200*l.* a year, it would do much to recommend this calling to young men of talent and energy. What is wanted is a suitable career of advancement within the limits of the calling itself. Something has already been done to supply this defect, and more is to be desired. The stimulus would act beneficially upon the whole class, including the pupil-teachers. The office of the sub-inspector should not, however, in any degree be allowed to supersede that of the chief inspector. This would be a retrograde movement. The visits of the sub-inspector should be simply preparatory to that of the chief inspector, and be of a helpful and encouraging, rather than of a critical character; and be directed rather to the smaller and less efficient schools than to those of established position.

VII.—Teachers and Training Colleges.

14. Thus much I may be permitted to state from my own experience, that the qualifications of schoolmasters, whether regard be had to attainments, power of teaching, or zeal in the exercise of their calling, are immeasurably higher than they were before the establishment of training colleges. I am not prepared to assert that nothing more remains to be done, but I think that the efforts which have been made have been well considered, are in the right direction, and have been as successful as could reasonably have been anticipated. It is surely some proof of the success of the experiment that the services of the men so trained are in full and

steady demand for educational posts connected with popular education, not only in England, but throughout the British empire—preferential demand, the men so trained being found better fitted for their work than any other class of candidates.

15. A very wide field of usefulness lies open before the training colleges, and it would be no ground for discouragement, and little for blame, if they should not yet be found to cover the whole of it. The first object was to improve the quality of popular education, and, as a means thereto, to raise the character of the National schoolmaster; for which end, it was necessary to improve his social position, and to provide him with a suitable education. That the more important schools, which as a rule, offer larger emoluments, should have been *first* provided with competent masters, can be no ground of complaint. Much more than this, however, has been effected. Trained masters are finding their way into rural districts and villages every year in considerable numbers, and if, after all, the exigencies of the cases should not be fully met (though I believe that much more will be effected by the present arrangements, if sufficient time be allowed,) let some supplementary measure be devised, *but keep what you have got.* Thus I reply—earnestly, if not anxiously, to the present inquiry.

As regards the contentment of the men with their appointments and position of life, it is full as great as that of any other body of men in the country. Who is quite content?

There may be, indeed, too much repose of this kind, too little desire of change or advancement, and, as a consequence, a want of life and activity; but that the men educated at St. Mark's College (and I doubt not that the same will be affirmed generally) are well satisfied with their calling is evinced by the fact that the number of those who seek to quit it is quite inconsiderable, and in almost every particular case, when it occurs, admits of a satisfactory explanation.

16. The pupil-teacher system is, in my opinion, capable of being worked more effectively than it has hitherto been; but as it stands at present, my experience of its effects is highly favourable. It is in the first place, a necessary supplement to the training of masters; it is also, under proper management, a most useful auxiliary in the conduct of parochial and other popular schools. But I am disposed to rate the indirect benefits of the system even more highly. As a body, these young men are very decidedly above their class, not only in intellectual, but in moral and religious culture.

At all events, looking at the question in a national point of view, they are fairly well educated, and whether they become schoolmasters or no, the effect of their example and influence in their own families and elsewhere cannot but operate beneficially, and this in a wide scale.

17. A sufficient stipend should be provided as a minimum remuneration, and whatever is more than this should depend on fees; this, I think, is the best course, but no uniform rule can be laid down. The system of fixed stipends is, to some extent, necessary, the popular schoolmaster being, for the most part, without resources for his bare maintenance; he cannot *wait* for his income;—but it tends to prevent enterprise. It is a great error, even where it is not an injustice, to withhold from the master a share in the results

of his own exertions, when the revenues of the school have been increased through his efficiency.

Night Schools.

Of the modes hitherto proposed, or likely to be proposed, of supplementing the existing machinery of popular education, the most obvious and the most effectual is the night school; but on this subject I cannot speak from experience, and am loth to trouble the Commissioners with mere speculation. It is more easy to point out the difficulties, the expense being the most formidable, by which any general scheme for the establishment of night schools is encumbered, than to suggest any plan by which these difficulties may be overcome. Exceptional cases may be put out of the question. When the clergyman, or any other zealous individual possessing educational talent, is able and willing to devote himself to the work, a night school may be carried on *for a while* with no other than voluntary assistance; but this will go a very little way towards educating the country. Such efforts may, however, be useful as proving what may be done with adequate machinery; a foundation will have been laid, but if left to itself the undertaking will gradually languish, and end in neglect and disheartenment. It is neither to be expected nor desired that the clergy should, as a rule, have leisure for more than general supervision and occasional assistance.

In populous and flourishing districts a night school may, I should imagine, be made nearly or altogether self-supporting. In this case, a regular master and assistant should be provided, with the usual aid from Government, without reference to the day schools. Voluntary assistance may, from time to time, add to the efficacy of the work, and should be encouraged; but the school should not be absolutely dependent upon such assistance. If successful, the importance of such a school will be fully adequate to the required outlay. It may be worth consideration, whether a reading-room and library might not be attached to the school, and perhaps a cup of coffee procurable, at a cheap rate, by the elder scholars. If it can be made a rival to the public-house,—if light, warmth, society, and refreshment can be offered, much good might surely be effected.

In other cases, where the children are of both sexes, and a mistress or even a respectable work-woman can be provided (taking care that the infant school is not omitted or scanted), the master might take the school in the morning, his pupil-teachers in the afternoon (leaving the school to the mistress), and the night school in the evening. This will, however, require a master of more than ordinary skill and energy, not only from the amount of labour, but because he will have two spheres of labour, each requiring a different sort and degree of talent and experience,—the night school being the more arduous, demanding more tact, and, generally speaking, an older man. It is, in fact, a new business, for which he has to be prepared; and, moreover, it takes up the evening,—a part of the day on which most schoolmasters set a high value, and which, to the young schoolmaster, is, or ought to be, truly valuable. Such a post, therefore, should be proportionally remunerated. Unfortunately, in all the proposals which come under my notice, the pay is in an inverse ratio to the work; and this from obvious causes: most is wanted where the means are least.

I do not recommend the plan of entrusting the school during any portion of the day to pupil-teachers,—at least, for a continuance,—if it can possibly be avoided; first, because the pupil-teachers will often be too young, a succession of advanced pupil-teachers being only practicable in large schools, too important to be left in subordinate hands; and, secondly, because their own education would thus be impeded and rendered onerous, both to themselves and to the master, whose time and energy would have to be reserved for the evening. The pupil-teachers may, indeed, attend the night school, and the labour of the master be, to some extent, lessened; but this will require careful watching, lest the one object should interfere with the other. The work of the night school will often be too elementary. The pupil-teacher both requires and has a right to receive individual instruction; but with judicious management the pupil-teacher might join in the upper and more select classes of a night school, especially if it be of a high order, with advantage to all parties.

The education of the pupil-teacher must on no account be slurred over, as is too often the case.

Of the above plans the first, which is the most complete, might, I imagine, be carried out in many of our manufacturing towns and villages; the second in agricultural districts, where the opportunities of education are not below the average and a fair provision can be made. In cases of greater destitution and difficulty, it may be worth considering whether the day schools, or some of them, may not be intrusted to a mistress, and a central night school established, the master of which, having no pupil-teachers, might serve as a sub-inspector or organizing master to a small district.

On the whole, whatever may be thought of the above plans, I attach great importance to the following principles — First, that whatever may be the value of the night school, and it can hardly be rated too highly, it is nevertheless a secondary consideration (notwithstanding the higher character which it may assume), to the day school, the latter being more certain in its operation, more universally applicable, and, moreover, essential as a preparation for the former. Let there be no retrograde movement as regards our day schools, either with respect to the help given to the school itself, or to the education or training of the master. As I have elsewhere said, let everything be done to educate the child from infancy to the age when he is wanted for labour,—during the years when he is most teachable, and when he can most surely be got at. The better he is taught during the time he is at the day school, the more likely he is, not, I regret to say, to remain at school, but to return of his own accord to the instruction of the night school.

My second principle is a corollary from the former. The night school cannot be maintained by the *leavings* of the day school, and it is a false economy to make the attempt. You may injure the day school, but you will not succeed in establishing any night school worth keeping up, unless you provide for it a machinery of its own, at least as efficient as that which has been found to be necessary for young children.

December 1859.

The Lord Bishop of Durham.

SIR, August 11, 1859.

I HAVE had the honour of receiving the circular from the Education Commission, in which they draw my attention to various questions bearing upon their inquiry.

The present system of Government grants in aid, and of Government inspection of schools, having been introduced since I was a parochial minister, there are many questions of detail proposed which I do not feel myself competent to answer. But there is one point on which I am glad of an opportunity of delivering my opinion. I believe it to be impossible to secure for the children of the poorer classes a really good education under the present system. Until some effectual means be discovered for prolonging the period of instruction, and insuring in some degree the permanence of its results, the issue of all our efforts must be unsatisfactory. Prize schemes are but feeble in their influence in inducing a prolonged stay at school. Evening schools deserve every encouragement, but they are only a partial palliative of a great evil. The half-time system has, I am inclined to believe, worked on the whole well, and my own wish would be to see that system extended, at any rate, to the children engaged in mining work, as is already the case with those employed in factory work; nor do I see why it might not be satisfactorily introduced in behalf of children who are employed in agriculture. It does seem to me that children require protection against the cupidity of their parents, who sacrifice their education with the view of increasing the weekly earnings of the family.

Having been conversant for twenty years as Bishop of Ripon, with the factory population of Yorkshire, and having now to deal with the mining population in the counties of Durham and Northumberland, I feel strongly the need of some such aid from legislation in behalf of the boys employed in mines as the factory children enjoy; and when it shall have been granted to them, I trust the time will soon arrive when no child below 14 years of age shall be allowed to work who is not required to give a certain portion of his time to educational instruction.

I have the honour to be,
Sir,
Your faithful and
obedient Servant,
C. T. DUNELM.

To the Secretary
to the
Education Commission.

Lady Dukinfield.

1. TWELVE years passed at St. Martin's in the Fields, London, with the benefit of Sir Henry Dukinfield's experience of 14 years in that parish, and 18 years previously at St. Giles's, Reading, and in the parish of Waltham St. Lawrence, in Berkshire.

I.—STANDARD OF EDUCATION.

2. I think 14 years of age to be the highest age to which girls in a National school will be allowed to remain, and few will be left so long.

I think it not desirable that they should remain longer. Those who have been persuaded to go on till 15 have, in general, not turned out so well, unless indeed they have remained as servants or assistants to the schoolmistress.

In schools where they are lodged and trained to house work, washing, and cooking, it is very much to be wished that they should remain till 15 or even 16.

My experience induces me to say that girls whose mothers are respectable are better fitted to meet the trials of life when brought up at a good National school than at a school where they are lodged, and boarded, and clothed.

But I think that if girls could be taken from the National school at or before 14 years of age, or placed in an industrial school for a year or 18 months, the advantages would be very great.

In that case it would, generally speaking, be necessary to maintain them entirely.

3. A girl of 14, who has attended school with tolerable regularity, may be expected to read well, write well, and be perfect in the four first rules of arithmetic; some will have learnt the rule of three also. She ought to spell correctly in writing from dictation, but many fail in this respect. She ought to be thoroughly well acquainted with the four Gospels and the Acts of the Apostles, and four out of five of the books of the Pentateuch, omitting Leviticus; and she ought to be more or less acquainted with the outline of the history of the Jews, and all the principal Scripture characters. She may have learned the doctrines and precepts of Christianity sufficiently well to enable her to make them the rule of her conduct and the comfort of her life.

She may have become a proficient in the art of plain needlework, and this I consider most essential, not only as a means of obtaining her bread in future, not only as making her valuable as a wife and a mother, but because a proficiency in this art requires patience, perseverance, attention, industry, and neatness. No girl can be a really good needlewoman without these qualities, and therefore the practice of it is excellent discipline for the mind of a poor girl.

Knitting, crochet, and fancy works are very objectionable in a school, because they occupy the time that ought to be better employed.

The girl may also have a general knowledge of the shape of the earth and the relative size and position of the various nations, together with some notion of the heavenly bodies, their motions, the seasons of the year, &c. &c., but only as much as can be imparted by a clever mistress in explaining the reading lessons. There can be no time for special lessons in geography, neither can there be for grammar.

Singing enlivens a school very much, pleases the children and keeps them alive and in good spirits. It is very desirable that the mistress should sing herself, and be able to direct a class, and to teach the notes and divisions of time on a black board. But I would only have this done as a relief from other lessons when the school is weary, and in very hot weather, when it is difficult for the children to work. I would not give up any valuable time to singing lessons.

4. (a) Sunday schools are excellent things when judiciously carried out, and especially successful in the country.

In town parishes I have found it difficult to get the elder girls to come If they are in place, the mistress will seldom spare them; and if they work at shops, they are apt to be tired and late on Sundays. The younger may come; of course it is better than nothing.

Those who are at school all the week should have very little to do on Sundays. Let them say the lessons that they have learnt at home on Saturday, hymns, and the collect for the day. The collects learnt by heart are very valuable as prayers in after life. They come back to the mind when people get into trouble. Let them find the places in the prayer book and Bible ready for church. Let them read the Gospel, or the Epistle, or one of the lessons for the day, and try to make them understand it. They will read it in church with more profit, and be enabled to carry something away with them.

(b) It is much better to let a girl come for three days in the week, if her mother cannot spare her for six, than to refuse her admittance at all. You will have, in appearance, a less perfect school, but you will do more good. So, if a mother says my child may go in the morning, but not the whole day, let her come, and try to teach her something. Girls should be taught that it is their duty to help their mother, and mothers should be persuaded not to deprive their children of the advantage of education more than is absolutely necessary.

(c) There is no time in a National day school for any industrial occupation but plain needlework.

(d) Evening schools are not desirable for girls of any age.

(f) Lending libraries are most useful. The poor of all classes, young and old, in town and in country, are most willing to profit by them.

They are the most efficacious means of keeping up the power of reading, which now both boys and girls are very apt to lose as soon as they leave school.

(g) Our experience—both Sir Henry Dukinfield's and mine—led us to object very much to giving prizes in schools; we thought it did very little good, some harm, and was very hard upon some of the children who really deserved reward as well or better than those who received the prizes. They were an annual annoyance to us at St. Martin's.

Especially so was a legacy of about 14*l.* or 16*l.*—I forget the exact sum—to each of three girls, of 21 years of age, who, having been brought up in St. Martin's parochial school, could produce a good character for the intervening period since they had left it. This was repeated every Ascension day. The money was seldom given to our entire satisfaction, and the result was still less often a good one.

5. Education should decidedly not be given gratuitously, but a penny a week is quite as much as the majority of the frequenters of National schools can afford to pay; and it has been found well, in some cases, at the discretion of the manager of the school, to allow three children to be sent for twopence.

Ragged and free schools are good only as exceptional cases, and should always be discouraged where others are possible.

Sir Henry Dukinfield sometimes allowed farmers to send children and to pay sixpence a week. They liked to do so, as they then felt that they were not obliged to the charity of the gentry, and the children were much better educated than they would have been at the smaller schools where sixpence a week is charged.

IV.—Character of the existing System of Government Aid and Inspection.

I have had no connexion with any schools aided by Government; but by all that I can learn from diligent inquiry amongst those who have, it appears that too much is required.

The health of the mistress frequently fails from over-exertion, and the general efficiency of the school is impaired. The education given is more superficial, less solid, and less beneficial than in the good schools of the old sort.

V.—Endowed Schools.

11. The parochial school at St. Martin's was partly endowed and partly supported by subscriptions. Endowments are usually clogged with rules and practices that become obsolete. Sir Henry Dukinfield used to think that the money would have been better spent upon good National or infant schools. But orphans he was always glad to get into a school where they could be lodged and boarded.

VI.—Suggestions.

12. A modification of the present system of Government aid and inspection would be best.

Let the standard of the qualification of the mistress and of the education given be lowered on the points unessential to the poorer classes, and let aid be given to those parishes in which *there are no gentry to support the school*, and where usually the whole of the expense falls upon the clergyman, who is almost always a very poor man. These parishes, at present, are refused assistance, though they need it more than others.

Let no notice of inspection be given to the mistress, or at any rate not more than a day or two, for they sometimes make very improper preparation for the reception of the inspector.

13. I would certainly not make the attendance of girls compulsory.

VII.—Teachers and Training Colleges.

15. Highly trained teachers are very apt to become weary of their daily labour, and to wish to rise in social position.

17. It is best that the mistresses should be paid by stipend. Fees are liable to abuse. One of our mistresses had a share of the money received for needlework, and needlework became unduly the great object in the first class, to the neglect of the smaller children. One had all the pence above so many, and she contrived at once to raise the number of the school in an extraordinary manner; but the school was not improved.

VIII.—Results.

18. There can be no doubt that a certain amount of secular instruction has a good effect upon the morals of the poor; but that effect is not increased by the addition of general knowledge and cultivation of taste. Music, drawing, and popular literature are often snares rather than advantages to those who have to gain their daily bread by manual labour.

Jane Dukinfield.

33, Eaton Place, July 20, 1859.

Rev. T. W. Davids.

Gentlemen, Colchester, June 3, 1859.

I have the honour to be in receipt of your circular dated the 24th of May. When it arrived I was unfortunately from home; I now embrace the earliest opportunity of answering the various questions which it proposes, to the best of my ability.

Preliminary.

1. I have now been resident in this county for eighteen years, during the whole of which period I have always taken an active part in the educational and religious movements of the body with which I am connected,—the Congregational.

On the defeat of Sir James Graham's well-known measure, an effort was made by us to promote day schools on broad and unsectarian principles, in connexion with our numerous congregations. A committee was appointed for that purpose, and I acted as Secretary of that organization. In that capacity I caused statistical inquiries to be made into the state of education and educational appliances in every parish in the county. I also visited, and in conjunction with the officers of the Congregational Board of Education, held public meetings in almost every district, with a view to the establishment of new day schools where previously there were no institutions of the kind, and the revival of existing schools which we found in a languishing condition; and our efforts were most successful. A large number of new school-rooms were erected, and new schools set on foot, and a still greater number of existing schools were revived at an expense of from 12,000*l.* to 15,000*l.*, the whole of which sum was raised by voluntary contributions only, and in this county alone. With but one or two exceptions, all these schools are still in vigorous and efficient operation; and I have always had them all more or less under my eye ever since that time. In connexion with my own church I have *three* day schools, one of which is self-supporting, and the others are partly so.

In Sunday schools also I have had large experience. I have in connexion with my own church five Sunday schools, which have now some 900 children and young people in attendance.

All my experience of both day and Sunday schools has been for the most part limited to agricultural districts and smaller country towns.

I.—Standard of Education.

2. In districts such as these it seems hardly practicable to retain boys in our day schools much beyond the age of 10 years, and with but few exceptions, next to impossible to retain them beyond the age of 12. Girls in many cases may be retained somewhat longer than boys. The means of the parents are so limited, that their poverty compels them to seek employment for their children as soon as ever they are able to command anything to assist in the maintenance of the household. That it would be "desirable" to extend the school period to, at least, the age of 15 years for children of both sexes, is much too obvious to be argued; and this might be done with safety and with great advantage every way, if the means of the parents would but allow of it. Both boys and girls would be much the better for such an extended school period, whatever the occupations they might follow in after life.

3. Little, generally indeed, nothing, can be taught *efficiently* in our day schools beyond reading and writing and the elements of biblical knowledge and arithmetic, unless it be the primary facts of history and geography. The main burden of the religious teaching had even better be left to the Sunday schools, attendance at some of which should therefore constitute a leading object of the influence exerted by the teachers and managers of the day school on the children under their care. The inclusion of too many subjects in the school course is fatal to any real proficiency in either. Such things as music, drawing, and "other matters of taste," if introduced at all should be introduced very sparingly, and always rather as a recreation or as a reward for diligence and general good conduct, than as ordinary school lessons. There is so much to be done, and the time to do it in is so short, that the best of our energies should be given, with as little interruption as may be, to *thoroughness* in what is *indispensable*, if the school is to be followed up in after life with any profit.

4. (a) In Sunday schools that are well conducted such is the character of the instruction that is conveyed, and such are the associations into which young people are brought, that their attendance on them cannot be too much prolonged. Independently of other considerations, the value of Sunday schools as the complement of the day school is incalculable.

(b) My comparatively small experience of the "half-time system" is anything but satisfactory. I have never known much good come of it in any form, unless it was in cases where the foundations of general knowledge having been previously laid in a competent ordinary day school, "half time" was resorted to for the purpose of attaining greater proficiency in some special branch of study, such as geometry or mathematics, for example.

(c) Where "industrial and domestic training," have been conducted by voluntary agents, I have known the effort to issue in valuable results; but any attempt to connect such things with the ordinary school, especially to make them part of the school course, with which I have thus far been acquainted, has, on the whole, proved a great failure. Within the very short time that the children of the masses can command for school attendance, in any case, to attempt to blend anything with the teaching of such elementary things as I have already indicated, is such an interference with their progress, and at the same time so distracting, that it renders all efficiency in the school course almost impossible. No advantages, real or supposed, derived from such training, is sufficient to counterbalance the strong temptation presented by the poverty of parents to take their children away from school at the earliest possible period.

(d) "Evening schools" I have always found to be of the very highest value. But I have seldom, if ever, found them to succeed in the hands of *paid* teachers. It would appear that voluntary agency is the only one that can *command* success.

(e) "Lectures" are or are not of service, according to their character. The greater part of those which have hitherto been popular, I should hold, not only to be worthless, but even positively injurious. They teach nothing. Indeed, their *object* does not seem to be to *teach*, it is rather to *amuse*, and in the effort to amuse they encourage a morbid appetite for adventitious and sensuous excitement, which is almost fatal to habits of thoughtful and patient inquiry into any subject. *Courses* of lectures *thoughtfully* conceived and rendered interesting by the earnestness of their tone and the elevation of their purpose could not but be of the greatest service.

"Mechanics' Institutes," within the sphere of my observation, are in almost all cases *conveniences* for the middle class rather than *helps* for the working man; their object too is mainly, if not only, to supply their supporters with newspapers and innocent recreation at a moderate expense. As *educational* institutions, in this district, certainly, I cannot account them of any great value.

Neither at the lectures that have hitherto been popular, nor at the Mechanics' Institutes, are the masses ever seen in any numbers in this district. So that as *supplements* to the day school, they are neither of them to be thought of much, if indeed at all.

(f) Personally, I have little confidence in the ultimate efficiency of "*free*" anything—of "free libraries" among the number. Self-supporting libraries, in the selection and in the management of which the people themselves took some part, and towards the support of which they personally contributed, and of their own free will, however small a sum, with plain but comfortable rooms attached to them, for the use of those who have no convenience for reading at their own homes, would be one of the most valuable aids to the education of the people that has ever been devised. In the long run the "people" tire, and become suspicious of things that are done *for* them; what they require

is, seasonable aid and kindly counsel in doing what they want for *themselves.*

(g) Everything depends upon the conditions under which "prize schemes" and "prize endowments" are administered. If the examinations are set too high and the range of subjects included by them is set too wide, they may promote the interests of education among the middle and higher classes, but they will not reach the poor, or if they do, they will only divert the attention of the more ambitious among them from that which is of greatest service in common life, to other things for the sake of acquiring distinction or obtaining reward. There is also great danger lest we should encourage pedantry at the expense of sound practical knowledge.

(h) The "distribution of minor State appointments on educational grounds" appears to me to be *the only way* in which the Government can interfere with the education of the people at all, without serious injury to the cause of education itself, and still more serious prejudice to the interests of civil and religious liberty. But here again great caution is necessary, or, on the one hand, the masses of the people will be practically excluded from the competition,and on the other, the education of the country generally will be lowered and depraved.

5. In no case should education be supplied to any one "*gratuitously;*" parents should always be required to pay *something*, and what they cannot pay themselves should be supplied if possible by individuals rather than from public funds, even though such funds are raised by voluntary contributions. The children whose parents or friends pay most for their school instruction are always the most regular in their attendance, and always those who have the greatest home stimulus to industry and progress. Those whose friends and parents *pay nothing* or but very little for them, are both irregular and careless too.

II.—Actual State of Education.

6. The standard which I have already indicated is not high, and I have reason to believe that the state of education in this district is quite equal to the average of the country generally; still, I think it to be lamentably deficient, especially in the fundamental matters of the art of reading with facility and with intelligence, and writing easily and with comfort. The consequence is, that multitudes of young people very shortly after they leave our day schools give up the attempt to write altogether, and but very sparsely exercise themselves even in the art of reading.

III.—Causes of Deficiency.

(a) I cannot think that it is the want of schools. There are but few districts in Essex in which schools are not even numerous; in many districts the supply of school accommodation is greatly overdone; nor can I think that it is in any measure attributable to the want of adequate funds for the maintenance of the schools in competent efficiency. Good schools, schools that are conducted

by earnest and self-denying teachers, schools that are not *over managed*,—schools that are not worked for the aggrandisement of a sect or a party, the promotion of the interests of a congregation, or the gratifying of the vanity of their patrons, but palpably and confessedly for the real and practical welfare of the districts in which they are located,—where there is therefore honest and earnest *educational* work in progress,—such schools seldom want for the necessary funds. They are commonly popular as well with parents and children as with the neighbourhood generally, and not only command considerable numbers, but considerable numbers of those who can afford and are willing to pay for the advantages which they offer. The necessary current expenses are thus, in a great measure, met from the proceeds of the schools themselves. It is the inferior school,—the sectarian, patronizing, over-managed school,—the school which is therefore neither popular with parents and children; nor with the neighbourhood generally, that is usually wanting in means for its support. The good school practically costs but little; it is the *bad* school,—the school that is sectarian and patronizing, the school that is not generally popular,—which involves a large annual expenditure for its sustenance. The good school costs but little in comparison with the bad one. The amount of money which a school requires to keep it in operation is frequently, and, indeed, generally no bad criterion of its efficiency.

(b) The want of interest on the part of parents in the education of their children is indeed most painful; but it is at least questionable whether this does not arise in great part from the unpractical character of the instruction too commonly given in our schools. Few parents among the humbler classes can appreciate many of the subjects that are taught, and therefore do not care for them; such things as the ability to read and fondness for reading, the ability to write with ease and pleasure in writing, and aptness at ordinary calculation in their children of both sexes, and handyness at plain needle-work in the case of girls, they can appreciate; and were the children trained in our schools more generally proficient in such things, I cannot but believe that much of the existing want of sympathy would be overcome.

(c) Deficient or unskilful teaching, and especially bad choice of the subjects taught, has much to do with the deficiencies that subsist. Our schools generally attempt too much, and are much too much in haste to rear the superstructure of special knowledge of special things. They are also far too negligent of employing the arts of reading and writing in their methods of imparting instruction: this causes these fundamental and indispensable acquirements to be kept in abeyance during a good part of the daily teaching, it being throughout too hastily assumed that such things are sufficiently mastered when really they have not been.

(d) The value of the labour of children and the inability of parents to pay school fees and other economical causes are a serious hindrance in our way; but they constitute additional reasons

why, inasmuch as we cannot detain the children long, we should not attempt to do too much with them.

(e) The worst management is over-management. The same remark applies to organization. The most successful schools are those which are left most in the hands of the teachers. If a teacher cannot "manage" for himself, no one can help him; and as for organization, as commonly understood, the less of it the better.

Many of our schools suffer greatly from "Committees" and "plans."

(f) The subject of "laws or social arrangements affecting the condition of the poor" is so very wide, and at the same time so very grave, that I dare not trust myself to enter upon it. That there is a disheartening want of sympathy between the wealthier and the poorer classes of the country is but too evident, and that this interferes greatly with the success of an educational effort is scarcely less so. But this does not arise, I think, so much from anything that is within the reach of legislation to amend, as from the want of a more considerate and loving spirit in what intercourse the higher classes hold with those which are beneath them. The state of things which at present subsists in this respect will never be greatly improved until men shall learn to be "brothers" irrespective of any relations in which they otherwise stand to one another.

IV.—Character of the existing System of Government Aid and Inspection.

8. Admitting any interference on the part of the Government with the education of the people to be even desirable, much less legitimate,—in some respects,—no system could well be adopted with less injury to the cause of education itself, or with less prejudice to the interests of civil and religious liberty, than that which is in present operation; at the same time much of its alleged success is much more apparent than real.

(a) As it relates to elementary schools, which are benefited by "grants in aid," I am strongly of opinion that they do not so much advantage the classes for which they are ostensibly designed as those which are able and even willing to provide education for themselves. The proportion of the children of the poor that is found in such schools is generally very small, while that of the children of small tradesmen and the higher class of mechanics is very large.

(b) As it relates to "training colleges," I believe that their greater service rendered to the middle classes and the more ambitious among the mechanics, in the way of fitting them for higher social positions and more lucrative employments than they could otherwise command. The proportion of young persons who on leaving the "colleges" ever become teachers, much less continue in that position for any length of time, is small indeed, and of those who do give themselves to the work of teaching but few are of the character that is most required. Not that they are generally deficient in technical knowledge, or even in official aptitude, perhaps, but they are much too

greatly addicted to mere routine, and much too superficial, both in their habits and in their purpose, to be of any great value; besides which, they have but little sympathy with the people as such. They are anxious rather to conciliate the good will of inspectors, and the satisfaction of committees and supporters, than to acquire the confidence of the parents and to gain the affections of the children. In their school work, too, they are apt to be cold, heartless, and mechanical. The school is seldom regarded by them as a "mission," it is more frequently wrought merely as a means of obtaining a respectable livelihood. The consequence is that they make but little way with the people, and are constantly obliged to be propped up and sustained by adventitious aids to popularity and influence. The best teachers I have known are young men and young women who owe but little to the "training school" beyond a general insight into school plans and school discipline,—who have given themselves to their work from an honest and earnest desire to be useful, and who, from the first, have set their hearts on *self-reliance* as their only hope of ultimate success.

(c) In relation to the "inspection," I believe that it has frequently proved of great value, especially in the way of protecting the teachers from over-interference on the part of committees and managers. It has also done good service in keeping the teachers, in the main, industriously at work. Beyond this I do not apprehend that inspection has really accomplished much; judging from the reports of the inspectors themselves, I incline strongly to the opinion that their influence, as a whole, has not greatly tended to adapt the schools or the teachers to the work that has to be done. The inspectors generally, though able and accomplished men, some of them distinguished even for their gifts and their acquirements, do not appear to me to be sufficiently conversant with the people either to have any great sympathy with them or to understand their real wants. I fear that they often alienate the schools and the teachers from the classes for whose benefit they avowedly exist, by making the schools too *scholastic*, and the teachers, if I may be allowed the phrase, "too fine."

I think the "system" as a whole has also tended rather to the benefit of our larger populations, where there are abundant means available for the education of the people, than those districts which are more scantily inhabited. The poorest districts of all are those which the system has benefited least.

9. I am not sufficiently conversant with the working either of "pauper" or "reformatory schools" to feel justified in offering any reply to this question.

With regard to such children as those of paupers and criminals, or such as are "deserted and destitute," the State must stand to them "*in loco parentis*," but the preferable way of providing for them would be by paying the school fees required for them, and sending them to some of the existing public schools. Schools especially provided for them I should hold to be objectionable on many grounds.

10. All my experience of the working of the Government system convinces me that it "*diminishes* voluntary liberality;" indeed, one great reason of the readiness with which it is acceded to, when it is so, is the opportunity which it seems to afford managers and patrons of schools of escaping burdens which they would otherwise have to bear themselves.

Conscientious objections to the *present* system must be co-extensive with conscientious objections to the existence of a State church, the same principle being involved in either case.

V.—Endowed Schools.

11. Endowed schools generally are doing little or nothing for the poor. They have fallen almost entirely into the hands of the middle and higher classes. They are also for the most part wrought exclusively under sectarian auspices and for sectarian ends.

VI.—Suggestions.

12. I should propose neither of the measures suggested in the paper with which I am honoured, with the exception of such as would fall under the character of those indicated by the letter (g). Either of the other measures I am persuaded would, in the course of time, most seriously hinder the cause of education, and in the meantime entail mischief which once incurred could not be easily got rid of.

"Existing charitable endowments for purposes of education, should forthwith be investigated, and their revenues appropriated to their legitimate purposes, under conditions which would render them available only for those whose poverty requires the aid which they are intended to furnish. The preferable way of doing this, I venture to suggest, would be, by means of these resources, to pay the whole or part of the school fees of such children as could not afford to pay for themselves, leaving the choice of the schools to which the children went to their parents or friends. This choice, however, ought to be limited to such schools as had received a certificate of their eligibility, based upon an *open* inquiry into their efficiency. Thus administered, these endowments would be prevented from falling into the hands of a party or a clique, and could be made available for the people as such, while they would at the same time have the effect of giving an immense stimulus to the cause of education generally, and to the competing schools in particular. Where the existing endowments only to be wisely and honestly applied, there are but few districts, if indeed there are any, in which the poorest of the poor might not command the very best education that the neighbourhood afforded.

13. I should hold compulsion in the manner of school attendance to be so intolerable a despotism, that it would not be suffered even if it were in some respects desirable. Schools under the direct control of the State I am satisfied would soon become the least

efficient schools in the country. The Government is no *schoolmaster*, and was never intended to be one.

VII.—Teachers of Training Colleges.

14. It is indispensable that masters and mistresses should be earnestly religious persons, of high principle, affectionate and sympathising dispositions, and of energetic habits. Not less indispensable is it that they should have an honest love for their work as such. For some time to come, at least, the teacher will have to be an educational missionary, and nothing short of the self-denying and enterprising spirit of the missionary will secure his success. Let the *moral* qualifications be secured, and the technical and official may easily be attained. We do not want a high standard of culture in the teacher; it is *possible*, indeed, that the standard realized by him may be *too* high. The great thing is, that the teacher should know whatever he does know *thoroughly*, so as to be able to teach it *thoroughly*. If the teacher be a good reader, understands his own language etymologically and grammatically, has a competent acquaintance with English literature generally, and can write well, beyond being a good arithmetician, and being somewhat conversant with general knowledge, he requires little or nothing in the way of attainments. It is of some importance also, that the teacher should be able to sing well, and if he possesses the elements of musical science all the better. Female teachers should also be good workwomen, thorough mistresses especially of "plain needle-work." Any such accomplishments as drawing and the like are very well and useful in their way; but, personally, I should not esteem them of much importance in such schools as I have kept in view throughout this paper,—elementary schools for the children of the poor.

15. My experience of the result of training in Normal Schools and Colleges, as I have already hinted, generally, has not been favourable. The training is not sufficiently *practical*. Too many subjects also are embraced by it for the pupils to be thoroughly masters of any. The personal habits and sympathies, too, which are commonly engendered in such establishments have a tendency to make the teachers superficial, pedantic, and vain. My experience also shows that the teachers who come from our training schools are generally so much dissatisfied with their position, that at almost the earliest opportunity they abandon their work for something else.

16. I believe the working of the "system of apprenticing pupil-teachers" to have proved a great failure, so far as it relates to its ostensible purpose. Those who are benefited by it do not often become teachers, but on the expiring of their apprenticeship the pupils generally seek and obtain some other employment.

17. I have long felt that neither of the existing methods of raising a sufficient income for our teachers, is, in practice, satisfactory.

(a) When the teachers have a "fixed stipend," they are apt to become indifferent to anything but the goodwill of committees and supporters,—so long as their supporters give no practical proof of *dissatisfaction* the teachers are prone to be perfectly content.

(b) When the teachers are paid exclusively by "*fees*" the school charge must almost always needs be too high to allow of the schools embracing the poor; the consequence is, that the school becomes a convenience for those classes who are able and who ought to educate themselves.

(c) And any effort to combine the two methods of a fixed stipend and payment by fees, that I have hitherto found in operation, works anything but well.

I incline, therefore, to some such scheme as this:—Provide a suitable building in an eligible situation; let it be sufficiently furnished with all needful school appliances—desks, forms, maps, black boards, and the like. Then let such a fee be charged as will secure the teacher a competent income; the amount of the fee per child per week being determined by the result of calculation or experience as to the number of children that are likely to attend. The circumstances of different localities will thus have much to do with the amount of the school fee. Where the numbers that may be fairly calculated on are large, it may be fixed at a lower rate, and when they are fewer it will have to be fixed at a higher. Let no child be admitted without payment of the *full* school fee. Let all school books and school materials be also purchased and paid for by the children themselves, the stock of such things being provided by the managers, and every article being charged at prime cost. Let the teachers be entirely dependent on the school fees. Then let an annual fund be raised for the purpose of assisting those parents to pay the school fees who can neither do so themselves nor obtain the personal help of any one to do it for them; and let the distribution of this fund be in the hands of a committee, to be appointed for that purpose, who shall make it their business to investigate each application for aid severally, and to administer aid in such proportions as it may seem to require. Let the committee also make it an indispensable condition of the continuance of such aid that the children shall be punctual and regular in their attendance, and also that they shall pass such examinations as they may institute from time to time, to their satisfaction.

On some such plan as this, a competent income might be secured to a suitable teacher in almost any district of the country. The liberality which is intended to benefit the poor, would not be misapplied to the advantage of other classes. Independence and self-respect would be encouraged on all hands. The inefficient teacher would not be able to maintain his ground; and all connected with the school would have a common interest in making it as popular as possible with the whole neighbourhood in which it was located.

VIII.—Results.

I will not venture to dilate on so large a topic as the results in which our efforts for the education of the poor have thus far issued. We may not have accomplished all that some may say we have; we may not have accomplished all we hoped: still, sufficient and more than sufficient has been realized to cheer us and to stimulate us to greater energy than ever in our work. One great reason of what failure we have met with has arisen from ourselves. We have attempted too much. We have set the standard too high. And we have not attached sufficient value to the personal confidence of parents, and the personal affection of children. Our methods of working have also been much too cumbersome and too expensive. We have thought too much about fine buildings, handsome furniture, and lavish appliances of all kinds. I am by no means sure that we have not also greatly erred in the matter of our teachers,—*fine* gentlemen and ladies are not of much use as teachers of schools for the poor. To be successful with the poor, the teacher must feel himself at home with them, and they with him. We should do far better and do far *more* with simpler methods and less expensive plans than those which hitherto have been considered almost indispensable. We have also erred, perhaps, in another way. Have we not gone to a great excess in the matter of size of our establishments? Are not many of our school buildings much too large?—Instead of *centralizing* our operations, by erecting one *large* building in a small town, for example, and expecting the children to come to that from all quarters, should we not be rather anxious to *distribute* them, by carrying the school-room so far as possible to the doors of the children, and satisfying ourselves with such buildings as are plain and of small capacity? Might we not, and even with advantage too, content ourselves with a humbler class of teachers? Simple methods in every way, and plans that are every way less expensive, more contentedness with what is *practically possible*, and less of the theoretic, the ostentatious, and the ideal, seem to be the great things that we now require. Let us give ourselves to such things wisely and with thoughtfulness, and, with even average industry and average liberality, the close of the century will witness great things indeed as the result of the labours in which so many are engaged.

I have to apologise for the tedious length to which my answers have extended,

And have the honour to subscribe myself,
Gentlemen,
Your obedient and humble servant,
T. W. Davids.

Sir Arthur Hallam Elton, Bart.

Clevedon Court, Somerset,
June 9, 1859.

PRELIMINARY.

1. I have resided many years in the parish of Clevedon, Somersetshire. It is partly agricultural, partly a watering-place, presenting some of the characteristics of a small town. The National school has always engaged my attention. Also, through a society called the "Schoolmasters' Union," to which I belong, as well as by other means, I have gained acquaintance with the general state of education in the deanery in which Clevedon is situate, though I do not pretend to be thoruoghly and completely informed on the subject.

1.—STANDARD OF EDUCATION.

2. Early familiarity with the habits and employments of farm labourers, and with the management of various kinds of stock is, as a general rule, a necessary qualification for future usefulness in children of agricultural labourers. The body must be trained imperceptibly, and the mental faculties habituated, day by day, to the work that is to come. Now, children at an ordinary village school are not withdrawn from country sights and country scenes, as is the case with children at a boarding school, or a work-house school. They are always picking up, at their own homes, in the gardens or allotments of their parents, in the road-side fields and thoroughfares, knowledge, experience, and manual dexterity in matters connected with country life. If, however, they were separated from their parents, and lodged and boarded at school, with no employment but book learning, no play but that of ordinary school boys, the case would be widely different. Children so brought up would turn out very indifferent labourers if kept at school beyond 9 or 10 years of age. Take, for instance, the management of horses. It requires in most lads an early, though it may be only a casual apprenticeship, to feel at ease in a stable, and ride, drive, and groom a horse with average skill and vigour.

But I believe regular attendance at a National school, coupled with the usual holidays at particular seasons of the year, such as a fortnight in spring, and another in autumn, with all the Saturdays, is quite compatible with future fitness for the work of an agricultural labourer, even if the child remains at school until 14 years of age. The real objection to the child's remaining until that age is not that he becomes disqualified for usefulness as a labourer, but that he can earn weekly wages to an amount that the striving ill-fed parents cannot afford to lose. Looking at the present rate of wages in the south-west of England, and the tone of thought prevalent amongst farmers, and I may add landowners, I am doubtful whether in this part of the country it would be practicable to debar the working classes from turning their children's labour to account, except to the extent of prohibiting the employment of children at any work for any wages under the age of 8 years. On

this point, however, I propose to touch more fully under the head of "Suggestions."

3. Children may obtain a fair amount of instruction under the care of really competent teachers, even at a very tender age. For instance, at 12 years old, probably the average age when agricultural labourers' children are removed from school, a boy should be able at the least to read fluently, and with pretty correct emphasis; to write a good legible hand without much effort; to work the four first rules of arithmetic accurately; to have at his fingers' ends the broad outlines of geography, such as the great divisions of the earth, both continents and seas, together with the leading features of his own country. In his religious knowledge should be included not only, supposing the school to be Church of England, the Catechism, the Apostles' Creed, and the principal Collects, but a fair acquaintance with the simpler portions of the Old and New Testament. He should be able to produce texts from Scripture in confirmation of the Articles of the Creed, and should show that he has some comprehension of the weakness and sinfulness of man's nature, and of the means of redemption and restoration which the Gospel offers. I see no difficulty in a child of 12 acquiring, in the hands of an earnest and intelligent teacher, religious knowledge to this extent.

As regards music, drawing, and other "matters of taste," no general rule can, I think, be laid down. The nature of the locality, the habits of the labouring class resident there, and the qualifications of the teacher, must determine whether attention to these points should form part of the regular school routine. The subject is a large one, but I would wish to make an exception in favour of music. My persuasion is that children should be thoroughly instructed in vocal music, so far as to enable them to sing simple tunes, religious and secular, in parts. The practice of singing thus acquired is a strong indirect means of counteracting the temptations offered by beer shops and public houses to lads and young men. It is sociable, it is interesting, and it tends to civilize the coarsest minds.

To teach music or singing in most parts of the south of England is up-hill work, because the adult population are not generally musical, and have no great relish for singing. Once thoroughly awaken and maintain a musical taste in the rising generation, and it will become, unless circumstances are very unfavourable, an hereditary talent. Parents will unconsciously teach their children almost from the cradle, and what is now more or less artificial, will become a second nature. Mr. Hullah's system has produced only a temporary effect in many places, because it is inefficiently taught. The books are too costly for general use in a village school, and, even if reasonably cheap, the result would probably be the same. What is really needed for the promotion of singing as a national custom and recreation is this,—a teacher who can both sing and teach singing.

It is rare to find a schoolmaster or schoolmistress of a National or British school who can do either thoroughly well. It is suggested that a competent teacher might be appointed by the Committee of Council on Education, for the instruction of schools in singing, in every district where the managers of a certain

number of schools guaranteed the payment of a small sum per annum in addition to the salary to be allowed by Government. One lesson a week would suffice in all schools of which the regular teachers were able in some degree to second the exertions of the teacher of singing. It would not be difficult, therefore, for the latter to give weekly lessons to ten or twelve different schools, provided the schools were not too distant one from the other. Two shillings a lesson would produce an aggregate amount, therefore, of from 20*s.* to 24*s.* a week, to which the Committee of Council might fairly be expected to add an equal amount, making altogether a salary ample to secure an efficient teacher, who would pay all his own expenses, and yet be in possession of a comfortable income.

The power thus acquired of singing, in parts, secular and religious pieces, would afford healthy and innocent recreation, of which the working classes of the south of England have now next to nothing; would tend to enliven, and to sweeten, so to say, the character of the population; would afford, what is much needed in this country, a means of drawing together, for a common object, different classes of society; and, lastly, would prove of important aid in rendering the public services of religion more impressive and more attractive. I do not pretend that much can be done in the case of small rural parishes, but in the larger parishes, and especially where there obtains a manufacturing as well as an agricultural element, much benefit would accrue from teaching and training the young to sing.

4. I believe that in agricultural districts the great means of supplementing the National school system of education is to be found in evening schools. It is true that such schools can only be worked during three or four months of the year, when the evenings close in early, and the labourer has not only more time to himself, but is not too fatigued to use that time in improving his mind.

I think that Government and the friends of education generally should systematically direct their attention to this mode of influencing for good the lads and young men of country villages.

The difficulty is to find effective teachers.

The schoolmaster has plenty of work on his hands already. Voluntary assistance can do much, but I believe a paid teacher is almost essential for the permanent success of evening schools.

The clergyman's co-operation is of the greatest moral benefit; but you want a man who has the faculty of teaching one or two things thoroughly well, so that a lad may have something to show for the time he has sacrificed, and the trouble he has taken. A lad who, after a few months' attendance at an evening school, writes a really good hand, is a sort of standing advertisement of the utility of the school. He draws other lads after him, and makes the school popular. In an evening school with which I am acquainted, the master, who is in receipt of a small salary, uses the cane pretty freely. This may excite disapprobation; but it is not to be denied, that the fact of lads voluntarily frequenting a school of this kind, where the institution of the cane is in full play, affords strong presumptive evidence that they think the instruction obtained there is worth having.

I think, in the long run, you will not get efficient instruction unless you have paid instructors. The Committee of Education render assistance on a liberal scale to the promoters of evening schools, but upon conditions which might be advantageously relaxed. For instance, an addition to the teacher's salary, of from 5*l.* to 10*l.* per annum, is granted, but only on condition that the pence paid by the scholars amount to 5*l.* per annum. This, I am informed on good authority, places the benefit out of the reach of a large number of evening schools in country villages.

Lectures, mechanics' institutes, free and lending libraries are, in my opinion, for the most part unsuited to the capacity and the tastes of country villages. The standard of education must be raised several degrees higher before books or even newspapers will be generally read, or mechanics' institutes compete successfully with the beer shop.

In respect to lectures, I would, however, draw a distinction. I believe that any one who can read with spirit, and throw ever so little dramatic expression into his voice and manner, will do much good, and certainly give great pleasure, by reading well-selected tales, or delivering simple lectures on simple subjects in our country villages.

A clergyman in Warwickshire has tried this expedient with great success. He gives a lecture once or twice a week. The lecture consists sometimes of selections from a book of biography or travels, sometimes from works of fiction. His audience are rude uncultivated peasants, addicted to poaching, partial to liquor, generally enjoying a very unpleasant reputation. These men come in crowds to listen to him. They laugh, weep, sit wrapped in motionless attention, according to the nature of the subject on which he is addressing them. Indirectly he is winning their hearts, and drawing them away from evil courses. It is right to add that the clergyman is gifted with a large share of dramatic talent; but I am convinced that a very moderate share would secure satisfactory results under circumstances equally trying. The secret is to select narratives with plenty of incident, not too far removed from the narrow sphere of the labouring man's experience, at all events in the first instance, and to read them in a conversational tone. If you can relate the story, or describe the scene without a book, so much the better. But a little practice will enable most men to quit the book from time to time, and address the audience, as it were, point blank. Such lectures have certainly had a beneficial influence in many parishes, and strengthen the schoolmaster's as well as the clergyman's hands.

Prize schemes or prize endowments, and the distribution of minor Civil Service appointments are, no doubt, salutary auxiliaries to the cause of education.

I would prefer, however, in country districts a method of inducing parents to keep their children at school suggested by the late Rev. Thomas Wolley, of Portishead in this county, whose opinion on this subject was greatly valued in the neighbourhood.

Mr. Wolley proposed the following mode of inducing, or, if you will, tempting, parents to keep their children at school later than is commonly the case in agricultural districts. Apprenticeships

to various trades to be held out as prizes to boys of a specified age, who should have made most progress in study, and obtained a certificate of good moral conduct.

These apprenticeships are not costly. Nine or ten pounds, or even less, will cover the expense of an apprentice premium to most trades. A boy who should gain this prize might be allowed to choose his own trade. By this means you secure that freedom of choice which is usually favourable to subsequent success in life. Pupil-teacherships are, no doubt, prizes of a similar character, and tend to retain boys at school later than the age of twelve. But many parents, and many boys also, do not like the work or vocation of a pupil-teacher or schoolmaster. To such, the prize is no strong temptation; and, even if obtained, it will often be found that the young men in after life abandon their profession as soon as they can, and turn their attention to other employments. Prizes should be adapted to various habits and various tastes; and it is thus only that you can draw the older children to school, and keep them there. Moreover, you can send year by year into different localities, as apprentices to useful trades, some of the best children of the schools in each district; thus benefiting, in no slight degree, the employers of labour, their customers, and the public.

5. Our great aim should be to educate the rising generation of the present day by all means in our power, without too strict subserviency to the maxims of political economy. Because, if the boys and girls we have now in our schools are thoroughly educated, they will, when afterwards settled in life, naturally endeavour to give their children the advantages enjoyed by themselves. At present, we are dealing with children whose parents are mostly uneducated, and who, therefore, do not appreciate education. The emergency is peculiar, and requires peculiar remedies.

In the Clevedon National school we have different classes of school children, some paying sixpence a week, and some paying only a penny. It is perhaps best to admit the children of labouring men without payment, if the parents plead poverty. The indulgence must be explained to be an act of charity or an alms; and it might be hoped that when the weekly sum required is small, the parents would be induced by a feeling of proper pride to pay it. At the commencement of each year, lists should be prepared of three classes of parents; those of the highest class paying, say, sixpence a week, for their children; the next paying one penny or twopence; and the lowest, excused on the score of poverty from paying anything. I cannot speak respecting very poor and struggling districts, but I think that in most parishes, only the really destitute and distressed would ask to be included in the excused list.

At present, in large parishes, it often happens that the parents of school children pay nothing, though the school children are duly paid for. Well-to-do neighbours, charitably disposed, take the burden off their shoulders. This is much the same as if the school managers made no charge for schooling, but invited the supporters of the school to give higher subscriptions.

Where there is a Church of England school, and a dissenting

school competing one against the other in a parish, the patrons of either are apt to bribe parents to send their children to the one they support by offering to pay for their schooling. This is a mischievous and unbecoming practice, and would be obviated by establishing an excused list, such as has been referred to above. If parents can escape payment in this way, it becomes a farce to affect to exact it. I may add here, that I have known persons in humble life exercise an independent judgment in the choice of a school for their children, guided by their own estimate of the merits of the different schools in the parish. I have known a carter, earning twelve shillings a week, remove his boy from a National school where he paid twopence a week and place him at a private school where he paid sixpence. His motive was, as he told me himself, that the boy was much better taught at the latter school than at the former.

II.—Actual State of Education.

6. Speaking generally on this head, I would observe that in the agricultural districts of the south-west of England, the fruits of education are not strikingly conspicuous. The valuable reports of Her Majesty's Inspectors of Schools speak favourably of the progress made in schools under inspection, and of the satisfactory condition of many of them; but there is, as a general rule, a lack of ultimate results. Children go through an examination in some schools with credit. They answer questions—they read certain school books—they exhibit copybooks full of large text hand-writing tidily written. It seems, however, that in most cases this is superficial. The information soon vanishes from their minds, their faculty of reading is not applicable, or at least is not applied to books in general, their skill in writing is not sufficiently a matter of habit to be readily available in after life. Take the subject of reading, for instance. A child leaves school knowing how to read. So it is said. But, in most cases he can only read with facility the books he has been familiar with at school. The difference between him, and a child who can read any book not beyond his intellect with as little consciousness of labour as we draw our breath in breathing, is the difference between a performer on a barrel-organ with half a dozen tunes, and a performer on a finger-organ who can play any piece you place before him. What we want in village schools, and what we have a right to expect, is, that children of twelve years old should be able to read with ease and fluency; and, not only so, but should in the majority of cases, have a taste for reading. Once secure these points, and, intellectually speaking, the child's education is secure. A taste for reading is seldom, perhaps never, lost; it thrives in despite of every variety of outward hindrance and disadvantage; it is not merely a source of mental recreation, and a solace in trouble. It is a motive to exertion and self-denial, and an important means of self-improvement and advancement.

Now it is rare to find children of the labouring class thoroughly at home in reading, or exhibiting that keen relish for amusing books which is natural to children, and quite compatible with a life of industry and even hardship.

As regards writing, there is more difficulty in an agricultural

labourer keeping it up in after life. As a fact, it is most rare to find such an one write even his own name decently. A few years since, some forty allotment tenants attended at my house to sign their names to the printed rules under which the allotments were granted. A large proportion of these men had been to school, but only two or three wrote their names, the others made their mark instead. I, at first, thought that the latter could not write, but found that some of them could manage when put to it to write their names; they preferred, however, to make the mark of a cross, as the shortest and simplest operation of the two. The conclusion is, that they had so far forgotten what they had learnt at school, as to derive the smallest possible advantage from it.

III.—Causes of Deficiency.

7. I will confine my remarks chiefly to the subject of reading. It seems paradoxical, yet I believe it is true, that a vast number of schoolmasters do not know how to teach children to read. Now it is a fact that it is quite possible to teach children of the humbler classes to read perfectly well, and to inspire them with a taste for reading.

Without referring to Scotland, or to distant parts of England for examples, I will instance the case of the National school of Portishead, near Clevedon, when the Rev. T. Wolley, already referred to, was rector of the parish. The children of this school could read books of all kinds in prose and verse, not merely with fluency, but with an accuracy and a force of expression not always exhibited in the families of the aristocracy. It is true that Mr. Wolley possessed great aptitude for teaching, and great zeal for the cause of education, but I contend that efficient teachers, male or female, who went the right way to work, could produce the same results approximately in any parish in this part of England.

One principle in the management of the Portishead school is worthy of attention. When Mr. Wolley entered the school, and assembled the first class for reading or instruction, the teacher or governess of the school, as it is now the fashion to term her, took her place in the class as a scholar, and for the time being her authority lapsed in his. Many may not approve of this regulation, but it certainly had the effect of rendering the teachers docile, intelligent, and free from the peculiar conceit observable in many of that class.

There is no doubt then, judging from the instance of Portishead, that ordinary village children in the agricultural districts of the south-west of England, notwithstanding the drawbacks so often complained of, such as want of interest on the part of parents, poverty, value of children's labour, &c., can be trained and educated so far as to read prose and poetry with admirable spirit and effect. What is needed is a proper system of instruction administered in a proper way.

IV.—Character of the existing System of Government Aid.

8. I would again repeat, that to educate the labouring classes we must make a great effort with the present generation of

children, and expend money, and exercise superintendence, which in proportion as those classes are raised in the scale of intelligence, may be gradually dispensed with. I regard the present system of Government aid as a scaffolding, by the aid of which the structure we stand in need of may be gradually reared. The value and importance of that system cannot well, in my opinion, be overrated. By it the Legislature holds out a hand to the ignorant and suffering masses, and endeavours with more or less success to lift them to a higher and safer position. It is an act of self-interest, as well as of duty, and it were much to be wished, that similar aid could be granted towards mitigating the sanitary evils under which the poorer classes, that is, the majority of the nation, extensively labour. The moral and material welfare of the people are closely intertwined, and neither can safely be neglected by the State in an old-established and thickly-peopled country such as ours.

We have waked up to find ourselves hemmed in by evils of ancient growth, and with wide-spread ramifications, the malignity of which tends to increase at an accelerating ratio. Starting afresh in a new country, with all the experience of the past to guide us, the necessity of State aid and State interference might well be questioned. But the condition of England is, I contend, below what it ought to be, both in an educational and sanitary point of view. There is greater misery, greater ignorance, greater suffering than there need be.

To open the way to improvement, to lay the foundations for a better state of things, extraordinary measures are demanded, and the wealthy few are as much interested in their adoption as the destitute many. Waste of human intellect and of human life, however masked and concealed by the stir and bustle of the more conspicuous sections of society, and the manifold comforts and luxuries enjoyed by the upper and middle classes, must sooner or later prove the cause of serious mischief and calamity to the nation at large.

There is no doubt, however, that the present system of Government aids does not adequately tell upon the condition of very poor parishes where local contributions to meet Government grants are either very scanty or absent altogether.

Various concessions have been made by the Committee of Council on Education in this direction, such as capitation grants, the augmentation of schoolmasters' salaries on condition of registration, &c., from which we may fairly anticipate useful results. In my opinion, however, the educational deficiencies of many of these very poor parishes would be more successfully attacked by indirect means. For instance, the abolition of the law of "Settlement and Removal of the poor" would tend to equalize the distribution of the labouring class, and open an outlet to the suffering poor now crowded into parishes and districts where there is neither adequate demand for labour, nor adequate house room, and where each man's misery aggravates that of his neighbour.

9. Pauper Schools.—These schools are generally unsatisfactory in a moral as well as in a physical point of view. I refer to schools in workhouses. The children are prisoners. They are brought up in a wholly unnatural manner, like animals from distant

parts in the Zoological gardens. Children in the country play in the fields and roads. Children in towns play about the streets: no matter where, they are for the time happy, because they are free. Workhouse children are never free except on special occasions. How can they indulge in the joyous recklessness of children when the schoolmaster or the governor is all day long within an easy distance of the walled courtyard that is called a playground? Again, all wholesome pride and self-respect is burnt out of their minds by their early familiarity with pauperism. I believe that a large proportion, after having been sent into the world, ultimately fall back upon the workhouse again. Official reports prove that an undue number of boys and girls reared in workhouses turn out badly; too many boys become thieves or paupers; too many girls prostitutes. There should be no workhouse schools, but separate industrial establishments. Boards of guardians have power by law to form district industrial schools, but will rarely use their power whilst it remains a matter of option.

10. I consider that the Government system of aiding education works well and stimulates voluntary liberality to a remarkable degree, in all parishes where people have money to spare. I believe persons objecting to the system on conscientious grounds are very few in number.

VI.—Suggestions.

12. I would propose,—

(a) The maintenance of the existing system of Government aid and inspection. Without inspection the grants allotted to schools would, I believe, be often abused or misapplied.

I would advocate its further development, but to what degree, or in what direction, should, in my opinion, be largely confided to the judgment of the Committee of the Council on Education, aided by their Secretary, and by Her Majesty's Inspectors of Schools. Mr. Lingen, the present secretary, possesses experience, zeal for the cause, and great abilities. The inspectors bring to the consideration of the question many advantages, natural and acquired; more especially I would instance the practical knowledge derived from many years' familiarity with the working of a multiplicity of schools, in all parts of the country, under a great variety of conditions.

I should regret if the Legislature, with whatever good intentions, forced upon the Committee of Council on Education changes in the existing system which did not meet the approval, not merely of their Lordships, but of the secretary and the inspectors generally.

I think that a system of rating for educational purposes, by which I understand the levying a rate upon the occupiers of property in a parish or district to meet the cost of educating the children of the poorer classes resident there, is open to grave objections.

If you levy an education rate, those who pay the rate must have the management or disposal of the fund so produced. We can form some notion how such a fund would be administered by the operation of the poor laws. Would the friends of education approve of a local board of education precisely analogous in

temper, in spirit, and in motives, to the existing boards of poor law guardians? The great proportion of ratepayers would be governed in the selection of members of the education board solely by a desire to secure the smallest degree of expenditure, or very possibly to prevent any expenditure whatever. My remarks generally refer to agricultural districts, but I am much mistaken if what I allege would not hold good in a vast number of towns when you come to poll the ratepayers.

Again, supposing your rates made, and your money collected, fresh difficulties would start up. The board elected to manage the fund would be embarrassed by an element of confusion and discord from which a board of guardians is exempt, I mean difference of religious opinions.

In many places you would kindle a perfect blaze of sectarian animosity, and the members of your education board would wrangle and dispute over the funds entrusted to their charge like brigands quarrelling over their plunder.

What I have said applies to an education rate levied upon *occupiers* of property, who by means of an elected board of education regulate the distribution of the fund so raised. But an education rate levied on *owners* of property, and applied as I am about to explain, would be far less open to objection. In the first place the rate should be levied only in parishes where the consent of a majority of owners of property, in value, had been signified in vestry or otherwise. The appointment of a local board of education should be dispensed with. The parish officers or rate collector would collect the rate, and simply hand the amount of each rate to the managers of such school in the parish under Government inspection as the ratepayer might select. It would rarely happen that a ratepayer did not approve of any, but in that case he must select a school in some neighbouring parish. Owners of property ought to have a plurality of votes according to the value of their property. The rate should be recoverable from the tenant, who should, however, be entitled to deduct the amount with interest, and any expenses incurred, from the rent due to the owner. I am far from confident that even this cautious form of educational rating would be extensively adopted, except in rural districts where the larger portion of landlords were anxious to support a school, and naturally desired to compel the smaller portion to do their duty, and take their fair share of the burden. In order to encourage the system of educational rating, grants from Government in aid of the fund so obtained might be made on a more liberal scale in parishes where it had been adopted, than where the purely voluntary system prevailed.

13. I think school attendance might be made compulsory within certain specified limits. For example, it might be enacted, that to employ any child under twelve years old at any work, whether agricultural or manufacturing, should be an offence punishable by a fine of moderate amount, unless the child shows a certificate of having attended school three days a week, or what would be more convenient, six days a fortnight, during the month last past. This certificate being signed by the schoolmaster, and countersigned by a minister of religion every month, would be a

standing authority for the employment of the child, at once simple and conclusive, whilst the general enforcement of such a law would probably render the value of the child's labour, which must not be put out of sight, during the three days a week or six days a fortnight, nearly equivalent to what it was when turned to account every day of the week. There would be fewer children by one-half to compete for employment, since, on the average, one-half must be always at school. Of course there would be nothing to prevent a child who holds a certificate of school attendance for the previous month going to work six days a week for a whole month; but then at the end of that month, it would by the proposed enactment be penal to employ the child at all until it had gained another monthly certificate by the specified attendance at school.

On the whole then a certain amount of schooling per annum would be secured for the child. This is merely submitted as a rough outline of a plan for compulsory attendance at school, which appears least open to objection, and most likely to work. You might carry it still further, and attach a penalty to the employment of any boy under fourteen who had not attended either a day school or an evening school three days a week or six days a fortnight, from November to March inclusive, in the year previous to such employment.

More than this it would seem hopeless to attempt, but as before intimated an enactment of the legislature might very properly prohibit the employment of children under eight at weekly wages, whether in town or country, under any circumstances whatever. Attendance at a Sunday school might be made a condition of eligibility for employment in the case of all children under fourteen, but I express myself with diffidence on this subject. The managers of the local schools would be the best parties to lay an information against employers committing a breach of these enactments.

VII.—Teachers and Training Colleges.

14. I duly appreciate the difficulties and trials of masters and mistresses, and am convinced that a very large proportion deserve the sympathy and esteem of the friends of education, but referring most particularly to the agricultural districts, they are not in my opinion very efficient teachers, though I have known exceptions.

15. It has occurred to me that young men and women at our training colleges might be sent out, for three or four months at a time, to any parish where the school managers are desirous of improving the efficiency of the local school teacher, and raising the tone of the school. By this means two objects would be secured. First, local school teachers and their schools would derive advantage. Secondly, young persons at the training college would gain a real practical insight into their profession. The children regularly placed under their instruction at the training college are of course very different from those they will probably have to teach when they go out into the world, and the consequence is that they often, notwithstanding their theoretical knowledge, come raw to their work, waste time in learning it, and get disgusted and disheartened.

At present there are means of obtaining assistant or organizing masters, but the conditions are either too precise or involve too heavy an expense.

16. The system of apprenticing pupil-teachers is, in my opinion, productive of great advantage to school children, to schoolmasters, to the parents of the pupil-teacher, and to the pupil-teachers themselves.

VIII.—Results.

18. Judging from the general tenor of the reports of Her Majesty's Inspectors of Schools, there has been an improvement in the quality of parochial schools for the last ten or eleven years.

My own experience, so far as it extends, would lead me to concur in the correctness of this view, but I still maintain that the children of the labouring class do not leave school as well educated as they might be, and as they ought to be. Nor are adequate means adopted for retaining a hold upon them after they have left, and carrying on, by means of evening schools or otherwise, that course of education so abruptly and prematurely broken off at an age when the children of the middle and upper classes are sent out to boarding schools to begin their studies in earnest.

Conspicuous results are not therefore to be expected from the action of parochial schools, either in a moral or intellectual point of view, looking not so much to individuals, as to the population at large.

Where schools of high efficiency have been established and maintained for several years, it is natural to expect that the character of the inhabitants of the district will have improved. But schools of high efficiency are rare. Perhaps one noticeable result of the continued working of a school of this kind is that an unusual number of young persons obtain good situations either in the locality itself or in other parts of England. Of this I can speak with some degree of confidence. The effect of a good school is to bring forward children whom nature has endowed with talents above the average, foster and strengthen those talents, and turn them to practical account.

In my own parish I have seen this happen in the case of a whole family. One brother after another has gone to school, made progress, attracted notice, and obtained a situation far superior to that which usually falls to the lot of the children of a labouring man working at low wages. I mentioned the case of a carter earning 12*s.* a week who removed his son from a National school, and sent him to a private school, where the weekly payment was comparatively high, because he thought the boy would be better taught there. This man's daughter was a pupil-teacher in a National school. On leaving school she went to a training college near Bristol. Here she gave so much satisfaction that the managers of the college engaged her as an assistant teacher, and she is now settled there at a comfortable salary. Again, a country carpenter in this neighbourhood has expressed to me his deep sense of the value of a good education; his own children having greatly benefited by attendance at the National school, and having thus made a good position for themselves in life.

It may be urged that the object of a parochial school is not to eliminate from the mass of children in each parish a few of the cleverest, and enable them to make their fortunes. But where we find these visible results from the working of such a school, we are entitled to conclude that other results of a beneficial though less decisive nature have been secured. I think also that the throwing open of avenues to a better position is a legitimate function of schools, whether for rich or poor, though not the only nor the highest function.

The moral results of education on the whole population of a given place, are of course somewhat indefinite and intangible.

I repeat, that the common run of children are not so far instructed, and mentally awakened, as to go into the world provided with means of self-improvement, without which the working class must as a body remain ignorant of its own interests, and prone to seek recreation in the beer-shop.

It cannot be doubted, however, that in country parishes, especially where the clergyman takes an active interest in education, the parochial school exercises a salutary influence on the morals of the parish. Suppose all our schools were on a sudden extinguished, and the children allowed to run loose. The consequences may be pretty well imagined. But we have now a contrivance for keeping children out of mischief, and an agency for quickening their mental faculties, training them to habits of obedience, instructing them in the truths of Christ's religion, and bringing those truths to bear, to some extent at least, upon their hearts. It is true that too often the effects thus produced are, for various reasons, some of which I have touched upon, of evanescent character. It is true that on some of these children the traces of education are to all appearance no more lasting than figures drawn on the sand by the sea shore. Yet I am much mistaken if in the majority of cases the child's heart and mind have not received permanent benefit. I think young men and women who have attended school when children will be found more open to religious and moral impressions and more amenable to reason, than those utterly neglected, although all their technical acquirements, all their secular and most of their religious knowledge, may, to all appearance, have evaporated. This seems indeed a truism, but sometimes the visible trace of early instruction is so completely lost that it is well to call attention to the indirect benefits conferred.

I am not hopeful of very great results accruing from education in cities and towns, as long as the dwellings of the poor continue as they are now, horribly destructive of the comfort, the morality, the health, and the very lives of their inmates. Again, I am not hopeful of very great results as long as the law of settlement mischievously checks the natural distribution of the labouring class, and practically subjects to punishment the man who ventures to leave the parish of his settlement. In the country districts it is only the latter of these two evils which materially affects the prosperity of the working class, and the influence of education is probably felt by a larger per-centage of the population here than in cities or towns. This may seem contrary to the general notion, but it must be remembered that in our large cities there are thousands

who obtain no instruction whatever, except instruction in lawless criminality and vicious indulgence.

It is therefore in country districts that I should be inclined to look for the greatest relative improvement in the mental and moral condition of the population from the increasing influence of education.

I would hazard a suggestion, by way of a specific proof, that this influence is really at work.

The ranks of our army are mostly recruited from the agricultural classes. May we not attribute the marked improvement in the moral and intellectual character of our soldiers, partly indeed to the increased attention paid to their welfare by the authorities, but partly also to the great extension of education throughout the rural districts during the last thirty years?

The manners of the labouring class in this neighbourhood are less coarse and reckless than was the case in the recollection of the older inhabitants. On Sundays it was common forty or fifty years ago, for large gatherings to be held for the purpose of playing singlestick and other games. I am happy to say that the Wedmore men retain their reputation for strength and skill in the use of the singlestick, but they do not, as formerly, visit this parish on Sundays for the purpose of fighting either the natives or one another.

As an instance of the religious status of this parish at the period named, I may mention that one of our farmers had a family of nine sons and daughters, none of whom had been christened. He was at length indeed persuaded to bring them to church, and drove them thither in his waggon, like so many calves going to market.

The condition of the people hereabouts in the latter part of last century is largely touched upon in her published letters by Hannah More, who laboured zealously for their benefit, and whose name is still remembered with affection at Nailsea and elsewhere. At Cheddar, a large village near the cathedral city of Wells, Hannah More asserts that only one copy of the Bible was to be found, and this was used to prop up a flower pot in a cottage window.

There is, I suppose, no doubt that the wealthier classes of society have made greater progress, morally and intellectually, than the poorer. They are more open to the influences of a rapidly advancing civilization, and the spread of a purer and higher tone of thought and feeling. They suffer few of those heavy and bitter hindrances to which the poor are subject, and of which I have already spoken. If then we could relieve the working classes, I will not say from hardships incidental to poverty, but from preventible evils, which no civilized nation should suffer to exist, the fruits of education would, I am convinced, become year by year more plentiful. At present the chief results of the existing system of education may be summed up thus:—

It affords in each parish an opportunity for clever and painstaking children to better their condition in life, benefiting the children and their parents, whilst it bridges over the gulph that separates the poor from the middle and upper classes.

It produces a certain permanent effect upon the hearts and

minds of the ordinary run of children. Knowledge for the most part evaporates, but there remains greater aptitude for acquiring knowledge thereafter, greater quickness of apprehension, a kindlier feeling towards the wealthier classes of the community, deeper religious impressions, than will be found in those who have never attended school. These results, though limited, are substantial, and likely to become more so. Parents must appreciate education must understand the meaning of it, before they will make an effort to send their children regularly to school. Unless parents co-operate with the schoolmaster and the school managers, education must be always up-hill work. There is a prospect, then, that when the present generation of school children shall have grown up and have become parents themselves, they will appreciate education better than their parents now do. An increasing sense of the value of education promotes the spread of education, and grows with its growth. I think, then, that the prospects of the cause of education are moderately hopeful; but I must reiterate my conviction that, to give education fair play, the material welfare of the working classes must obtain more serious attention from the Legislature, as well as from local authorities, than has as yet been the case.

ARTHUR HALLAM ELTON.

Rev. Irvin Eller, Rector of Faldingworth, Lincolnshire.

PRELIMINARY.

1. My professional experience of more than thirty years has been gained in rural districts.

I.—STANDARD OF EDUCATION.

2. It is desirable that the children of the labouring class should continue regular attendance at school till at least 12 years of age; but from the age of 5 or 6, their services in rural districts become valuable to their parents, either as tending stock, bean-dropping, harvesting, or other light unskilled labour. The parents would not forego these opportunities of adding to the family means of support, for the sake of gratuitous or even premiated education; unless the pecuniary advantage of the latter amounted to the wages foregone. Light and unskilled labour of the kind described would still have to be done, and at a higher rate of remuneration, an alteration which must eventually materially affect owners and occupiers. If these were the only reasons when attendance at school was intermitted, the disadvantage might be thought compensated by the fact that the children were at least learning the elementary work of their probable occupation in after life; but such intermissions, involving, as they do, comparative liberty in the open air, render distasteful the confinement, enforced quietude, and other disciplinary restraints of the schoolroom; and parents are often willing, on any or no pretence of the

children, to neglect insisting upon regular attendance in other portions of the year, provided only that the children do not become an incumbrance to them. So that if a child continue an intermitted attendance at school of the above kinds up to the age of 12, the school period is partly an unwilling struggle to regain what was lost or uncared for in the intermissions of attendance, thus necessarily diminishing the time for continued progress.

Education, religious and secular.—All children ought to have acquired when they leave school a tolerably accurate knowledge of gospel history and teaching, of the principal facts and persons of Old Testament history, English history, geography, so as to be able to point out in a map of the world the several continents, kingdoms, oceans, seas, &c., in a map of the British Isles the main divisions, towns, rivers, &c., the first four rules of arithmetic, simple and compound, rule of three, practice, book-keeping to the extent of being able to keep a simple debtor and creditor account, surveying, to at least the capacity of measuring cropping, to be able to write a good clear hand, spell correctly, and avoid any gross mistake in syntax. The talent and taste for music and drawing appear to belong to but a few in this country; and in the rural districts there would be no time for their cultivation if more practical subjects were sufficiently attended to. Where the individual has taste and talent for music and drawing he will probably create for himself opportunities of learning them. In large populations it may be desirable that these accomplishments should form a portion of instruction.

4. (a) *Sunday Schools.* Much time cannot, and ought not, to be spent by children in Sunday Schools, if they are to be saved from weariness and disgust with the day itself, and are expected to attend church with an orderly spirit.

(b) *Half-time Systems.* I am wholly destitute of experience; but I can conceive that they would answer very well among manufacturing populations, where close confinement is the normal state of existence; not in rural districts, where it is the exception.

(c) *Industrial and Domestic Training.* Most desirable, but I do not see how to be attained except by public institutions; and if an analogy be permitted, *their* success is extremely problematical. As member of visiting committees of two boards of guardians, I learned, that notwithstanding industrial and domestic training forms a portion of the system, the young people of both sexes rarely turned out good servants, and either threw themselves on their own resources, often discreditable enough, or applied for re-admission into the house. Besides, public institutions have necessarily to deal with the maxima of management; whereas the requirement is, to know how to deal economically and efficiently with the *minima* of social life.

(d, e) *Evening Schools, Lectures, and Mechanics' Institutes.* It is, I believe, admitted as a fact by those competent to judge, that these educational institutions have failed to attract, or at least

to preserve, the adequate appreciation of a majority of those for whose benefit they were established. The parent of these systems of instruction, the London Mechanics' Institute, is said to be all but deserted and hopelessly in debt. For a similar reason, only a small minority is likely to avail itself permanently of evening schools. After being engaged all day in their several callings, both mind and body of the employed crave for and require relaxation. Why should more tension and energy in a mentally improving direction be expected from this class than from many of their betters in worldly circumstances? And is it not likely that an enforced strain in this direction would lead to physical degeneracy? At the same time, for the sake of the willing minority, however small, such means of self-improvement deserve encouragement.

(f, g, h) Promise much advantage.

5. To supply education gratuitously to the *labouring classes*, which I presume the Commissioners mean by the term *poor*, would be practically to pauperise a vast majority of the population; and be unjust to the middle and upper classes, to the former especially, as contributing the largest amount to the national revenues, who would, by the gratuitous system, not only have still to provide out of their own resources for the education of their own children, but to be taxed for the education of the children of their servants and labourers. And would it not form a tempting precedent upon which to found demands for opportunities of still further abnegation of self-dependence? Neither do I think the labouring classes value gratuitous assistance of any kind, systematically applied.

II.—Actual State of Education.

Below what it ought to be; by no means generally reaching, in small rural districts,

6. The not high standard pointed out under Section I., No. 2.

III.—Causes of Deficiency.

(a) So far as my experience extends, the deficiency arises not so much from a want of schools, or the causes inferred under (b), but from those suggested in (c, d), and enlarged upon in my remarks upon Section I., No. 2, and perhaps from an apathy on the subject on the part of occupiers and employers of labour.

(f) I am not able to say whether the laws relating to the labouring classes are the cause of apathy on their part; though it may be inferred that some social arrangements beyond their control contribute to this result. While living in service they have little opportunity or encouragement to keep up the knowledge they may have acquired at school, much less to increase it. They have often no fireside to sit by in their leisure time except that occupied by the employer and his family, and thus they are in a manner compelled to idle away their time in the yard or the streets, if tempted to nothing worse. Another contributing cause to apathy, and to a deadening of the moral sense in other respects,

is the domestic arrangements of the labouring class. Take an exemplification:—A labourer and his wife, three daughters of the ages of from 15 to 21, one dying of consumption, three younger children of both sexes, had but one sleeping room, 16 feet long, 6 feet wide, and 5 feet high to the eaves. So long as there is neither ordinary decency nor comfort attainable in their domestic arrangements, it seems almost hopeless to expect from them higher aspirations. Some kinds of religious instruction in our rural districts, by encouraging a love of excitement rather than of thoughtful consideration, seem to effeminate, as it were, mental power. The nature of some rural employments tends to lessen the facility of cultivating one or more of the common branches of education. It is within the range of my own experience that children of both sexes who could read and write tolerably well when they left school were able to do neither without much difficulty some years afterwards, as was proved by their subscribing a cross (+) in the marriage register. In fact, the hand that is continually employed in work requiring physical strength chiefly, loses its cunning when resuming the pen. The eye and the understanding, which are seldom, even in church, exercised in reading (in other places of worship there is but little opportunity given to exercise them), lose a facility, and therefore a relish for the work. Of the fact of the former depreciation of power, any literary man may convince himself by an experiment of only short duration. Let him handle for a fortnight nothing but the rake, the hoe, or the spade in his own garden, and most probably a drawback of some hours, if not days, will occur before he can again write *currente calamo;* and from an obvious cause, that if not a different set of muscles, a very different application of them, is required in the two employments. The present paper has been written under the influence of this very drawback.

IV.—Character of the existing System of Government Aid and Inspection.

8. The Government system, however benevolently intended, and originating, perhaps, under the pressure of those periodical overflows of philanthropy which in an interval of calm from other causes of excitement often arise, is said to aim at too much, and to be unjust to those who contribute the largest amount to the national revenues, and who, as has been before observed, have not only to provide out of their resources for the education of their own children, but to be taxed (moderately and partially at present, but the principle is the same,) for the education of the children of their servants and labourers. Nor is this allowed to be the extent of the injustice. By the present system of competitive examinations, children who have been educated at the expense of their parents are placed at a disadvantage in competition with children chiefly educated at the expense of the State; and for the simple reason that the State, with its widely diffused, highly aimed, and amply endowed machinery, can command much higher qualifications in teachers than the teachers of middle-class

schools generally have had an opportunity of obtaining. I am unable satisfactorily either to affirm or deny the justice of these objections.

Whatever may be thought of the policy of commencing the present system of Government aid and inspection, yet being established, the faith of Government seems pledged to its continuance in some shape or other. Inspection *per se* is of unmixed advantage, and should be insisted on as a condition of aid. But inspection as carried out under the instructions of the Educational Committee of Council, is too hard and unbending to admit of universal application. Not more certainly do men's faces and physical and intellectual powers vary than do the educational capabilities of different localities. The following is not an imaginary exemplification. Three parishes, A, B, C, say in the marsh of this country, are grouped together for the purposes of education. The three incumbents have given a considerable portion of their glebe, which happened to lie conveniently *in ming*, as it is termed, for a garden and the site of a schoolhouse, have subscribed liberally, and solicited friends not territorially interested in the group in aid of building. Probably there are not a dozen resident occupiers besides the incumbents who would give, or perhaps be able to give, more than five shillings annually towards the support of the school. The united population of the group amounts to about 500, its acreage to 4,190, its rental to nearly 8,000*l.* The land is in great measure occupied by persons called *outners*, for summer feeding, or by persons represented by a resident bailiff. The subdivision of the land in the smallest of these parishes (1,110 acres) may be imagined when it is stated that 70 or 80 individuals are assessed to the tithe corn rent.

The single parish of N, in the same county, has a population of 900, and 3,275 acres, at a rental of nearly 6,000*l.* Schoolrooms and dwellings have been built at a cost of nearly 1,000*l.*; individuals interested in the parish, resident or otherwise, subscribe 70*l.* or 80*l.* a year towards their support, met in the usual proportion by Government aid. The capabilities of this parish and of the first-mentioned group being so different, can the same educational efficiency be reasonably expected? In other words, ought there not to be a much lower standard of judgment applied to the former? And yet the inspector is bound to report its educational status as much below that aimed at in his instructions. His report is published; unfavourable comparisons are made, and apathy rather than inability is ascribed to the few promoters of education in the parish group, to their still further discouragement.

9. (a) If by pauper schools are meant Poor Law Union schools, I believe the instruction given in them is of a suitable character. If, however, the establishment of district pauper schools in buildings separate from the union house, such as was contemplated some years ago, is intended, they might be attended with some, but not adequate benefit. The children, though removed from the corrupting influences of the union house, would still be treated,

and feel themselves content to be treated, as paupers. The expense necessary for the establishment and maintenance of such schools would be enormous.

(b) Of reformatory schools I know nothing, except from the ordinary sources of information. There may be such a thing as hereditary tendency to criminality as well as to pauperism, and it seems justifiable to cut off the entail, as it were, of either, by any available means. At the same time, the subject seems to be attended with immense difficulties; the chief of which is to determine whether the experiment should not be first tried by voluntary efforts rather than by Government interference in the shape of taxation or rating.

10. I am not aware that the existing Government system diminishes voluntary liberality in those places which ask for its aid; perhaps the contrary. Since some of the regulations of the Educational Committee of Council have been relaxed or altered, the number of such places has, I believe, increased.

There are, however, still managers of schools who object to Government aid. Some, because they dislike State interference with their schools; others, because they believe they are bound by their school deed to conduct their schools entirely on the principles of the Established Church; others again, for reasons stated in Section IV.; perhaps not unreasonably thinking that a standard of education fixed so high must be in great measure useless to the largest portion of the population, and may tend to dissatisfy them with their inevitable lot in life.

V.—Endowed Schools.

11. It is supposed that a vast improvement has taken place in endowed schools during the last 30 years, to make them available for popular education.

VI.—Suggestions

have been offered in answers to (a), (b), (c), in previous sections.

(d) An attempt will be made to answer this question under (f).

(e) The voluntary system has not the element of perpetuity.

(f) A compulsory system of rating in aid of parents' fees, and other permanent local resources applicable to the purposes of education, would be attended with difficulties of detail; but would be in some districts preferable to that founded on national taxation. Districts co-extensive with the union, but conforming in that respect only, might be rated for such a purpose. According to, the present system of Government aid being given only in proportion to local contributions, the most populous places, being also generally the poorest, are the most neglected in regard to education. A rate upon property would primarily affect the owner, and, with other measures, would discourage the tendency to speculation in dwellings unfit for human habitations. It should be lawful to expend such educational rate in building, keeping in repair, and contributing annual support to schools. In case of building, a parish or district might be empowered to borrow

of the Exchequer Loan Commissioners on mortgage of the educational rate. The existing corporate officers of each parish, incumbent, churchwardens, overseers, or official representatives of select vestries, should be managers, subject to the jurisdiction or control of a district auditor appointed for that purpose, assisted by the inspector as assessor.

(g) Charitable endowments might fairly for the most part, *i.e.*, where already applicable or where founded on obsolete views, be made available for educational purposes, reserving existing rights; and when free, a preference should be given, if sought for or needed, to the parish or locality from which the charitable rent-charge is derived.

(h) Partly answered in previous sections; and further considered under,

13. It might be expedient to make a certain amount of ignorance the subject of various civil and social disqualifications, but not to the extent and in the inquisitorial and despotic manner of the Prussian system. This expedient would in time accomplish what is aimed at in a compulsory system of attendance, and yet apparently leave a freedom of will to the individual. Its working in a particular class is illustrated by what is called at Cambridge the *voluntary* theological examination, which most bishops make a *necessary* condition of entering into holy orders.

I am not prepared to say that all *schools should be placed under the control of the State.* Such a position would paralyze and probably extinguish local energies. It is only in a very few cases that self-dependence and social progress can be insured under a system of centralization.

The subject of *gratuitous education* has been considered in Section I., No. 5, and will be briefly noticed in Section VII., No. 17, *a*, *b*, *c*.

The subjects taught in schools for the children of the labouring classes should be at least those mentioned in Section I., No. 3, and a higher amount of efficiency aimed at when practicable and desirable. The suggestions expected to be made in answer to Nos. 12 and 13 have, to the best of my ability, been already given, with the exception of the reference to *difficulties arising from differences of religious belief.* It is my impression, as one merely wishing to arrive at honest conclusions, and with but little understanding of the pressure of expediency in public matters, that differences of religious belief would not have acquired the importance they now possess if they had been ignored so far as it was safe and charitable so to do. An illustration is at hand in the now much-vexed question of church-rates, which derives its importance not from the number of cases in which they have been treated and refused as a violation of the rights of conscience, but from *parliamentary and judicial indecision.* No unprejudiced man can deny that, like every other rate, church-rates are not a strictly legal charge, for a national purpose, *upon property* and not occupiers, and that the *owner* not the occupier would be benefited by their abolition. Had a decision of the Court of Queen's Bench of

some years ago been established by a short declaratory Act, the agitation might have ceased; or if church-rates had been converted, like tithe, into a rentcharge, the charge would most likely have been accepted in the same quiet manner. The analogy, according to the argument of Dissenters, is perfect. They maintain their own ministers, as well as their own places of worship.

Differences of religious belief have, however, been recognized by the State as part of the established order of things; and in the case of education are assisted by pecuniary advances out of the national revenues; we have, therefore, no longer to deal with an abstract principle, but a State system to which the faith of the Government would appear to be pledged. If then the system of a *compulsory* educational rate be established, the option of a voluntary rate for such a purpose would be for the most part abortive, especially in those populous places most requiring aid. Dissenters may reasonably expect to have, as at present under a more limited system of aid, their proportion of the educational rate. In a large majority of rural parishes the school must be in all essential points a church-school, if the sympathies of the only persons likely to take a permanent interest are to be engaged in its behalf. It is very rarely, unless the subject of religious differences is injudiciously made prominent by him, or by other person of influence in the locality, that Dissenters themselves raise any question on the tone of school teaching. In point of fact, rural dissent is ever varying, dividing, and sub-dividing, as well as remarkably liable to alternations of excitement and apathy. It is only by exaggerating its importance or violently opposing it, that it acquires the power belonging to union and concentration.

VII.—*Teachers and Training Colleges.*

14. The encouragement given by Government to education is contributing to raise the qualifications of all classes of teachers; and must necessarily supersede the inefficiency of former times.

15. *Normal Schools and Training Colleges* are most desirable, if they do not aim at too much. Their present tendency appears to be to encourage in teachers a contempt for and a dislike of small and elementary work, demonstrative self-sufficiency in the social circle, and an apparent consciousness of superiority to the clergyman in point of knowledge, which in regard to technical information they generally do possess. I can only judge from the ordinary sources of information whether teachers are usually satisfied with their profession and social position. It is an arduous, and must be to a great extent, an isolated position. I am therefore not surprised at learning that a large number of teachers, including pupil-teachers, frequently change their situation or profession.

16. I am unable to suggest a substitute for the system of pupil-teachers. But supposing that *all* eventually follow the profession to learn which they are apprenticed, must it not be over-

stocked in the course of a few years? It is said, however, that many after the termination of their apprenticeship seek for other means of livelihood, hitherto enjoyed by the children of the middle classes educated for the purpose at the expense of their parents.

17. By a combination of the two; fees forming an encouragement to the teacher to increase his means by increased efficiency in his school. A minimum of numbers of scholars ought, however, to be fixed for this purpose; the fees of all above which, to be considered an unquestioned portion of his remuneration.

VIII.—*Results.*

18. Improvement in the intellectual and moral condition of the labouring class, by an improved system of education, is, and must necessarily be, slow. There is not, perhaps, so much disorderly conduct arising from intemperance and other causes; and criminality liable to legal notice appears to be on the decrease. In rural districts there must always be this want of stimulus to intellectual improvement, that it finds but little scope for its exercise in the calling to which a majority is destined; and that, as is the social position of the parents such will be, with few exceptions, the social position of their children. Natural tendencies and domestic drawbacks appear to have still a strong counteracting power. Take away the latter, and a sound religious and secular education must have a proportionate influence.

I have, &c.,
(Signed) Irvin Eller,
Rector of aldingworth,
Market Rasen, Linconshire.

1st June 1859.

William Ellis, Esq.

6, Lancaster Terrace, Regent's Park,
14th April, 1859.

Sir,

In reply to your communication of the 2d inst., I beg to assure you that I am most anxious to place at the disposal of the Commissioners any results of "experience and reflection" bearing upon popular education that I may be supposed to have become possessed of.

Upon details connected with the management of schools, I feel that I am scarcely qualified to offer an opinion; but the Commissioners cannot be at a loss to obtain all the information needful for the purposes of their inquiry from persons who have been devoting their attention to such matters.

I shall, therefore, in answering your inquiries, confine myself almost exclusively to the first and concluding questions contained in the paper which accompanied your letter.

I. My opportunities for gaining experience as to the state of popular education have rather been from the outside than the inside of schools. During a long commercial life in the city of London, particularly from the year 1824 to the present time, I have taken a deep interest in observing and reflecting upon the occurrences of daily life—public, local, and individual. Passing over political agitations and disturbances, I have taken note of the evils which have afflicted society during that eventful period. Many of those evils continue in great force, although I bear unhesitating testimony to the improvement which I have observed, and to the future improvement of which, I think, I can discern the signs and the promise.

Of the evils to which I refer, some appear to abide with us uninterruptedly, while others are more or less intermittent. Among the first may be enumerated the notoriously destitute condition of large masses of the people, as exemplified in their inadequate, over-crowded, and ill-provided dwellings, in the scenes at our police courts, in the reports of district visitors and charitable institutions, and in the poor law returns. Among the second may be enumerated the suspension or diminution of work and wages consequent upon commercial panics and industrial convulsions, combinations, strikes, and other occurrences, some supposed to be unavoidable and others self-imposed, but all bringing with them aggravations of ordinary sufferings already too great to be endured without constant efforts to contrive some means of relief or escape from them.

My opportunities would have been thrown away upon me, had I contented myself with simply noting the evils which I have mentioned without attempting to make myself master of the causes which gave rise to them. I have not been thus neglectful. I must leave it to others to judge how far I have succeeded in forming a correct estimate of many of the principal causes of these evils, and whether I am justified or not in declaring that most of them are removable by educational means.

In describing to you the current of my *own* thoughts, I beg you will understand that I am laying claim to no originality. I wish to make a plain statement of my views in reply to your questions. Indeed, I believe that something like unanimity of acquiescence quite independent of any exposition from me, would welcome my preliminary averment, that ignorance and ill-conduct, in some of their many forms, are the causes of much of the human misery generally admitted and deplored, and that ignorance and ill-conduct may be largely prevented by education.

It is at this point that I would humbly and yet earnestly solicit attention, not to ignorance and ill-conduct in general, but to the *special kinds* of ignorance and ill-conduct which have to be prevented, and to the *special kinds* of instruction and discipline which can alone efficiently cope with them.

To begin with ill-conduct. Can anybody doubt, if the prevailing improvidence, drunkenness, dishonesty, idleness, and recklessness could be materially diminished, that the prevailing misery would not also be greatly diminished.

Training, judiciously adapted to its purpose, must of course be mainly relied upon for guarding against the bad habits which lead

to ill-conduct; but such training will hardly be forthcoming, unless accompanied by instruction in (to use the title of the Dean of Hereford's little elementary work) "The Phenomena of Industrial Life and the Conditions of Industrial Success." This instruction, if conducted merely as well as our present limited experience has shown it may be, will so far prevent ignorance as to make all children thoroughly acquainted with—

1. The sources of wealth, industry, knowledge, skill, and economy.

2. The connexion between capital and labour, the reciprocal duties of employer and employed, master and servant; and the circumstances which determine the rates of wages and profits.

3. The importance of respect for property, and the necessity of government and laws for enforcing this respect where not otherwise sufficiently felt.

4. The advantages of division of labour and the new responsibilities incurred by its adoption, the causes and consequences of fluctuations of value, and the more urgent call for integrity, perseverance, punctuality, order, and forbearance to allow all the operations of interchange to be satisfactorily conducted.

5. The uses of money; the causes and consequences of fluctuations of prices and wages; the suicidal folly of opposing prices in harmony with supplies—actual and contingent; of organizing combinations, strikes, and turn-outs, of impeding the introduction of machinery, and of other improved methods of production, and the free flow of capital and labour from one trade, district, and country to others where a more profitable employment for them is expected.

6. The use of credit in distributing capital and placing it under the control of those most competent to employ it; the functions of banks and bankers; the new responsibilities incurred by the use of credit; the causes of bankruptcies, commercial panics, stoppage of works, and the precautions through which the suffering from these calamities may be mitigated

Did I not fear to exhaust your patience, and thereby to lose all chance of being favourably listened to, I might amplify under each of these heads, as well as add to their number. But I abstain, remarking only that my experience of life has convinced me that ignorance upon the matters above enumerated, prevails widely among all classes; and that much of the ill conduct and of the misery consequent upon it is attributable to this ignorance.

7. and 8.—If I am right in my estimate of the causes of the destitution and crime that afflict society, the educational question which suggests itself is, What is being done in our schools to prevent the continuance of like ignorance and ill conduct, and of the misery consequent upon them?

I hope I may be mistaken; but I fear that the instruction of which I have endeavoured to give an outline, and the discipline corresponding to it, are rarely to be met with in our schools, and that the teachers with all the exemplary devotion shown by so many of them to their arduous duties, are not possessed of the information which I contend ought to be imparted to the young, and of course cannot have acquired the expertness requisite for

communicating it efficiently. I also fear that, at this very moment, the principals of training schools are not alive to the necessity of sending for their new teachers, year by year, embued with the information essential for keeping destitution at bay, practised in teaching it, and deeply impressed with a sense of the duty towards themselves and their pupils of exemplifying in their lives and conduct the advantage of a steady compliance with the rules of conduct deducible from the information daily expounded, illustrated, and enforced by them in their schools.

The commissioners will, of course, have ample opportunities of judging from the reports of their assistant commissioners whether my fears are well grounded.

Should it appear that the kind of instruction which must be incorporated with the other kinds of instruction ordinarily provided in our schools, to make them thoroughly reliable places of education, is seldom or never to be found in them, and should it also appear that it is no part of the aim of training schools to supply the omission in future, where are we to look for the *further* diminution of misery and crime, unless it be to the recognition and exposure of these fatal defects in our educational machinery, as the first steps to their rectification.

Supposing the commissioners to be of opinion that the kind of instruction already described ought, if possible, to be universally supplied, while there are few teachers competent to give it, and no training schools from which such teachers are to be expected, they may naturally infer that difficulties almost insuperable prevent the accomplishment of what is so obviously called for. That there are difficulties is undeniable; but they are far from insuperable. The supply of qualified teachers must necessarily be very limited for some time, even after the principals of training schools have taken steps to rectify an omission calculated to impair the efficiency of all their other efforts.

Even in our present unfavourable circumstances a few teachers are to be found, more or less qualified to carry out the kind of instruction which I am contending ought to be universal. This you will of course have learned through other channels. The inspection of schools in which this instruction is proceeding would have more weight than any description that I could give of the methods of conducting it, or of the effect produced upon the discipline of the school and the depaotment of the scholars.

If, however, I have omitted or too slightly touched matters concerning which the commissioners think I can give more information of a kind likely to promote the object of their inquiry, I shall be most happy to do my best to meet their wishes by attending to any further application that they may please to honour me with.

I am, &c.
WILLIAM ELLIS.

The Secretary to the
Education Commission.

Rev. Samuel Earnshaw, M.A., Chaplain of St. Peter's, Sheffield.

1. I have been 40 years connected with education; half the time in Cambridge, as a member of the University, and the remainder of the time in Sheffield and Doncaster, in connexion with national and middle-class schools. I am connected with the management of seven schools for the poor in this town; and it is to this town my remarks will directly apply. The characteristics of this town are these: there is comparatively no machinery of a complex nature, and the trades are such as require skilled artizans. This has a marked influence on the intellectual character of the workmen, rendering them remarkably quick and intelligent.

2. I do not think it generally practicable or desirable for poor boys to be kept at school beyond 13 *years* of age, and poor girls beyond 14 years. Boys might here be required to attend school five days a week, because there is no demand for their services at home.

Girls might be required to attend four days, or at the least, three days and a half a week. There is a demand for girls at home to nurse the baby and mind the younger children, while the mother " washes and irons, and cleans the house."

A mother cannot spare her daughters so much as her sons; boys are in the way at home, but girls assist in domestic work.

It is *not desirable* to keep boys at school beyond the age of 13, because at 14 years a boy must be apprenticed, and as the trades here require skill, he must go *on trial* for a few months, and then choose another trade if found inapt at the first. Also many trades require peculiar bodily qualifications, and some are very unhealthy and very objectionable to youths of certain constitutions, so that a margin must necessarily be left for change of trade before the age of 14 years.

It is *desirable* to keep boys at school up to 13 years, because *lasting* moral impressions, and *fixed* habits of reading and writing *with ease*, cannot be in general formed under that age. This is very important, for it is found to be a general rule, with very few exceptions, that persons who left school before they could read and write *with ease*, *do not now read and write at all* if they can possibly avoid doing so. Manual labour hardens the hand and stiffens the fingers, so that they find they can scarcely write legibly, and therefore they refuse to write at all. And reading is laid aside for a similar reason, if they have often to spell a word and find any difficulty of that kind.

Boys should therefore remain so long at school as to admit of their leaving school so well taught in reading, writing, arithmetic, and composition that, *after allowing a liberal discount* upon each of these attainments from subsequent neglect, enough may still remain available to qualify them to execute these things *with tolerable ease.*

What I have said on the subject of writing I find continually verified by persons, both male and female, but especially the former, refusing to sign the marriage-book when they come to be

married, on the ground that they cannot *now* write, though they could write a little when they left school.

3. If they have been at a good school, children of both sexes ought, at the ages named above, to leave school able to read, write, and compose well and easily. And boys should also be familiar with the ordinary rules of arithmetic up to rule of three and practice. But in the case of girls, instead of the rule of three and practice, a little mental arithmetic should be substituted, so as to qualify them for making purchases at the shops of butchers, bakers, drapers, &c. Girls should also be able to sew, knit, mark linen, and cut out, make and mend body linen.

With regard to religious education, both boys and girls should, at leaving school, be able to give a fair account of the antediluvian period of the Bible, and the history of the Patriarchs, and Israelites in Egypt and Canaan; they should also have been well instructed in the gospels and be able to repeat the catechism. Boys may be taught a little geography, particularly of England, and so as to give them a general notion of the distribution of land and water; but it is neither necessary nor possible (except in particular cases) to push this branch farther at school.

It is a general principle, very commonly lost sight of, that unless the education given to the poor at school, in any branch, be pushed to a certain point (which I call *the stand-point*), it will be *lost afterwards*. A certain familiarity and practical ease in the acquisitions obtained in that branch must determine the point. To read *well*, to write *with ease*, to compose *readily*, are the stand-points, so that he who has once reached these points will not afterwards lose *all*, but will retain a practicable portion of them to the end of his life.

Hence it is *not desirable* to include music and drawing in the general course of popular instruction, though they may be taught as a reward to certain boys and girls selected for general proficiency and good conduct: for a boy leaving school at 13 would have learnt so little of drawing and music that all would be forgotten in a few months. Not enough time can be devoted by poor children at school to such subjects to enable them to reach a stand-point in them.

Nevertheless it is desirable and practicable to teach them to sing very well, but not scientifically.

Besides, drawing is a useless accomplishment to a boy whose hand will soon become horny and stiff when he has left school, and to a girl who will have to make nails, polish spoons, or perform the duties of a domestic servant.

And with respect to "other matters of taste," as a general rule (and the workmen themselves acknowledge the truth of this) it is not desirable too much to elevate the tastes of the class whose life is to be passed amid a perpetual occurrence of rebuffs, rough usage, and coarse work. The poor of necessity meet with much and endure much, which greater refinement of feeling (the necessary consequence of elevated taste) would unfit them to undergo, and which they now undergo without feeling too keenly. And too much refinement of the taste shows itself, as I have in many cases observed, *by creating a distaste for the ordinary work of the lower class, and a too eager desire to obtain a living by other means than*

labour; and leads to dissatisfaction, talking and speech-making at trades-unions, neglect of work, and misdirected and mistaken efforts to live by other means more refined but less useful and proper than ordinary work.

Also, if the education of girls be extended at school to fancy work, it is useful to a few afterwards, but injurious to the many, by its tendency to create a distaste for the homely work of making, mending, and patching common articles of dress.

4. (*a.*) Sunday schools have the effect of prolonging the period of education, but not on so large a scale as is commonly supposed, the majority of children at Sunday schools being children yet going to day schools. They are nevertheless very useful as supplying a too general deficiency in day schools, viz., that of religious instruction.

(*f.*) Free and lending libraries have great power here, and assist the poor in keeping up what they learned at school. I consider them as very valuable auxiliaries in the work of educating the poor and middle classes. Their effect is not yet developed.

(*g.*) It is now considered here that prize schemes are a failure. For it is found by experience that the children of the really poor are rather disheartened than induced by the prize inducement; for the really poor cannot afford to keep their children, even were they inclined, at school long enough to contend with the children of the small tradesmen and higher classes of artizans; so that the prizes fall into the hands of those who need no such inducement, and would probably in most cases remain at school long enough without any such inducement.

(*h.*) The distribution of minor State appointments, &c., is likely to produce its chief effect in the middle class, small tradesmen's class, clerks, and well-to-do mechanics. It is not likely to have any farther effects on national schools than that of inducing boys to offer themselves as pupil-teachers who otherwise would not; as it is chiefly by ex-pupil-teachers these appointments will be won in connexion with national schools.

Also, the distribution of minor State appointments on educational grounds will be found a most powerful auxiliary in elevating the education afforded at the common private middle-class schools, which, in this town, is a matter of great necessity, for the children of the poor are here better educated, at least they have a better education offered to them in the schools under inspection, than is to be had in the common private schools to which the middle-class children are sent. And as a proof that the middle-class parents are becoming sensible of this, I may state that I have been several times requested by middle-class parents to form classes in the national schools for the education of their children, that they may have the same advantage as the poor as to education. By middle-class, I here mean parents who think themselves able to pay a higher price for the education of their children than the poor pay; and it includes the highest class of artizans, clerks, shopkeepers, small tradesmen, and such like.

5. Education should *not* be supplied to the poor gratuitously, but paid for by them at such a rate as with some effort they can afford. I have found in national schools that a graduated charge for school pence, according to class, acts very beneficially. Parents *feel* that their children are getting on at school when they rise into a class where they have more to pay, and they pay the increased charge with pride and pleasure, and boast of it among their neighbours that their lad has got into the threepenny class, or fourpenny class, as the case may be, evidently looking down upon those whose children are still paying twopence. There is a prejudice in the minds of poor people, that the higher the charge for schooling, the better the schooling and the more pains taken with their children.

I have also found that raising the pence-charge from twopence to threepence a week does not diminish the number of children, but produces a striking improvement in regularity of attendance. The increase to fourpence effects an equally marked improvement in the attentiveness of the children to their lessons, as though the parents themselves, feeling the presure of the fourpence weekly payment, impressed the children with the necessity of not wasting such a sum by inattention.

Making education gratuitous would not increase the numbers in regular attendance, but diminish them; for parents will not take the trouble to enforce the attendance of their children when absence has lost the appearance of being to themselves a pecuniary loss.

6. Education among the poor is yet in a very unsatisfactory state, and for several reasons, some of which appear to be insuperable.

i. There is a per-centage of poor who *will not consent to be educated;* who hate the confinement and restraint which it necessitates; who do not choose to come into such close contact with respectable society as they would come into by sending their children to school.

ii. There is another per-centage who *cannot afford* to let their children be educated, because they require their labour and cannot dispense with it.

iii. There is another per-centage who *will not*, though they can afford, let their children remain at school long enough to reach a stand-point of education; all these children when they grow up are but little distinguishable from the uneducated; and education cannot be answerable for them.

iv. In our national schools, only about one-fifth of the children actually present in school at any moment will have attained the stand-point of education at the time of leaving school. For these education is responsible; and those children when they leave school will, on an average, have been under instruction 5½ years, not including the time any of them may have spent at an infant school.

v. The lower class of private schools are the weak point of popular education; they do little better than waste the time of life allotted for the education of the poor child; and the instruction they give hardly even reaches a stand-point, except in the case of writing.

Hence it is easily seen that education among the poor falls

much below the proper standard, and that but a very small percentage receive such an education at school as will be afterwards of much practical use.

The education of girls, on account of their early employment in factories, is very defective in knitting, sewing, and household knowledge.

The defectiveness in religious instruction is in some degree remedied by Sunday schools; and reading is encouraged by the free library and cheap periodicals.

7. (*a.*) There is no sensible want of schools here. The chief want is, co-operation on the part of parents, and personal zeal and attention on the part of the laity in working the schools already established.

(*b.*) In private schools for the poor, deficient and unskilful teaching, and bad choice of subjects and books, are the chief causes of their glaring inefficiency; these schools want inspection. But there are no such causes of complaint in the schools under inspection.

(*c.*) Many parents among the poor are very much interested and anxious about their children's education, and make great sacrifices to secure it; but an overwhelming majority of them care very little, or not at all, about it; and some send their children to school only to be out of harm's way, and out of mischief, and care but little how they are instructed.

(*d.*) The value of children's labour is here one of the chief causes of their being removed from school full two years before they ought to be taken away.

Inability to pay school fees has very little effect here. Private benevolence steps in when there is a real inability to pay school fees. Large families, domestic difficulties, parental improvidence, mismanagement, ignorance, drunkenness, and indifference to their children's welfare, are, among the poor, the great impediments to the education of children, and the chief causes of too early removals from school.

8. It appears to me, from the experience I have had, that upon the whole a better system cannot be devised than the present one of Government aid and inspection. I sincerely believe it has done more for popular education than could have been effected in the same time by any other means. Its fixed normal results have not, however, been yet attained. It has diffused a sound system of education for superior to anything the poor could have obtained, or private and local exertions brought to pass; and it urges its details with such vigour and authority, by means of constant inspection, that already methods of teaching are approaching perfection, and *two years of schooling saved to each boy; i.e.*, at the age of 12 a boy is now as well taught in our national schools as he would have been at 14 under the previous systemless methods. The disposition of parents to remove their children from school to school is diminishing, from a feeling of confidence in the Inspector's reports.

Government system is found to have a tendency to render national schools self-supporting, by rendering them really good,

and keeping them up to the mark ; and thus more money remains in the hands of the charitable, for the erection of new schools and the general extension of education.

More money is also spent by the poor themselves in education *now* than formerly, in the form of school fees.

There is found to be great difficulty in carrying on the only school in Sheffield supported on the voluntary principle, without Government aid. There are two schools in this town which receive no aid from Government, but one of them has an endowment of property which supplies the place of Government aid ; so that there is only one which is wholly dependent on voluntary contributions ; and this school finds great difficulty in maintaining its existence, and has applied for Government help. One or two schools belonging to the advocates of voluntaryism have been lately given up.

Those schools which receive assistance from Government are able to give a much better education, from being better suppied with good books and the best teaching apparatus.

10. I do not think the assistance rendered by Government has diminished, but increased the amount of money voluntarily contributed. It has greatly stimulated the building of new schools ; and persons who formerly would have given two guineas a year to the one school in their district, now give a guinea to each of several schools which have grown up about them ; and so the whole sum contributed is increased, though the support given to any one school is diminished: besides which, the same persons have advanced the money to meet the Government grants for the erection of new schools.

The friends of education find it much easier now than it was formerly to obtain funds for the erection of new schools ; and, with the prospect of a grant from Government, undertake to collect funds for a new school, in circumstances which would have been too disheartening without the grant from Government in the distance.

Some persons think that, under the present system of inspection, the children of the workmen have within reach a better and sounder education than the children of the employer ; and they complain of this, and would abolish the system. But the remedy seems to be to improve the education of the middle classes, by putting their schools under some system (voluntary of course) of examination and inspection. The examinations of Oxford and Cambridge are acting beneficially in this direction. It is a very rare circumstance in this town to hear a person complain of the Government system on religious grounds.

12. (*a.*) I should very decidedly propose the maintenance of the existing Government system, and

(*b.*) Its further development.

(*c.*) The number of pupil-teachers is now so great, that in a short time the supply of certificated teachers will be too great ; means should therefore be adopted for checking the increase of pupil-teachers, which might be done by requiring the managers of large schools to employ assistant masters in the place of pupil-teachers, at the rate of one master for two pupil-teachers; and the number of pupil-

teachers in any school might be limited to two. But this is a matter rather for the consideration of the Committee of Council on Education.

(*e.*) I certainly could not carry on the schools in which I now take a part as manager on the voluntary system. The *quality* of the education given would have to be lowered, and I should have to fall back upon the monitorial system, which I consider to be a complete failure.

(*h.*) There are in this town a Mechanics' Institute and Library, a Church of England Institute, Library, and Museum; a Young Man's Christian Association, giving lectures; a People's College, giving instruction to classes, and some few evening schools; also a free library; all of which have for their object the extension of the period of education of the lower class. They have sprung out of the demand and necessities of the times, and seem to answer their intention in some degree. But compared with the whole number who have not been previously educated up to the *stand-point*, the number who make use of these means of perfecting their education is very small. In fact, it can hardly be otherwise, for, after spending the day in the close and poisoned atmosphere of a workshop, very few youths are disposed to spend the evening in a school or lecture-room.

I have found the following plan answer well with youths of a certain class. They form themselves into a small society, and meet together once a week *to hear a lecture by one of themselves*, in order, under a president. A society of this kind has existed above a year among youths from 14 to 20 years of age, and appears as vigorous and healthy as at the beginning. I think it is deserving of more extensive trial. The number of members is so regulated that each member's turn to lecture comes round about once in four months, so that each lecture is the result of four months' reading.

13. I would not make school attendance compulsory, for this simple reason, that it could not be enforced. The poor would always find ways of evading *any* law on the subject.

Nothing, not even an Act of Parliament, can induce a large number of mothers to take the trouble of *daily* preparing their children for school, by seeing that they are washed and have their meals in time. They infinitely prefer letting their children run about the streets unwashed, and prefer their coming into the house and snatching off the table anything eatable at any time, to the trouble of preparing a regular meal, and seeing that the children sit down to it at a proper time;—an Act of Parliament cannot remedy this.

I would not wish for schools under the direct control of the State. It would hardly be possible to suit such schools sufficiently to varying local circumstances. Private exertions, private interest, and superintendence would be destroyed, and it would be extremely difficult to avoid most glaring abuses and evasions in the management and appropriation of funds and performance of duties.

The education of the poor needs not to be gratuitous, except

in exceptional cases, which private benevolence is always ready to meet.

There is no practical difficulty in educating the poor in connexion with religion, except when religious differences are stirred up, and paraded by religious parties one against another. Not one poor man in 20 has any partizan feeling on the subject of religion, strong enough to make him object on religious grounds to send his child to a good national school. In proof of this I find the children of dissenters of all denominations, and even of Roman Catholics, in our national schools; and some of our pupil-teachers are the children of dissenting ministers.

14. The national schools in this town are in a very good state, and the masters and mistresses well qualified for their duties; but the lower class of private schoolmasters and mistresses are nearly all unfit for their work. They know very little of the art of teaching, have not the necessary apparatus to accomplish their work well, have no system and plan of instruction, and do but little more than waste the time which can be afforded for a poor child's schooling.

15. The *theoretical* training given in normal schools and training colleges is, I believe, now very satisfactory, and well suited to its object; but it wants improvement in one point of great importance, and that is in opportunities afforded to the students for trying in practice the theory which they learn. They receive lessons on the art of teaching, but have not sufficient opportunities of putting the lessons in practice. It is desirable that with each training college there should be connected COMMON *schools*, where the students may practise their lessons.

Masters and mistresses who have been trained, all without exception, as far as my experience goes, speak well and affectionately of the college in which they were trained.

Trained teachers, like the members of every other profession, are some of them satisfied and some dissatisfied with their profession and position. I find the teachers in this town generally satisfied.

16. I have found the system of apprenticing pupil-teachers work very well in all the schools with which I am connected. An infinitely better education can, by this means, be imparted than by the monitorial or any other system, when only young children are employed as teachers.

I think that in general pupil-teachers are too young at the time of apprenticeship. As near 16 years for girls, and 15 for boys, as possible, would be the best age for apprenticeship.

There is a tendency to overstock the market with young masters and mistresses. Nevertheless really good masters and mistresses are still, and perhaps ever will be, a scarce article. Many pupil-teachers are very badly trained, and want experience. Small schools have an injurious tendency in this respect.

When I want an assistant master or mistress there is an abundance of applications, but I find it a real difficulty to suit myself out of a lot of 50.

To a certain extent I consider the pupil-teacher system a failure in this particular; it does not send many of them forth well qualified to be schoolmasters and mistresses.

17. (c.) I have found the best and fairest method of paying schoolmasters and mistresses to be the following:—

A fixed salary of £ per annum; and in addition to this, a proportion of the school fees for all the children in attendance above 100.

That is, I take *all the pence* of 100 children, but only a certain portion of the pence of the other children; the master keeps the rest for himself, and I pay him besides a fixed salary. If there be fewer than 100 children in attendance he receives only his fixed salary without any of the children's pence.

18. In two schools for poor children with which I am connected as one of the managers, the children are clothed, boarded, and educated, the boys between the ages of 8 and 13, and the girls between 8 and 14. The children are generally orphans, taken out of the lowest class. After an average of about 4½ years' instruction they are sent out, the boys as apprentices and the girls as domestic servants. In these schools, education, I consider, has a fair chance, and their results show what is the tendency of education in all cases. Now it is a fact that the boys are eagerly sought after by masters as apprentices, because of their intellectual and moral qualities, and in after life many of them become eminent, all of them most respectable members of their class.

The girls are not so distinguished, but even in their case the managers are satisfied that much permanent good is effected, and both the schools are liberally and readily supported by voluntary subscriptions, benefactions, and legacies,—the best proof that can be given that they are producing good results.

Take the cases of national schools and other schools; it is not easy to separate the tendencies and effects of school education from the thousand other influences by which the children of the poor are surrounded; but nevertheless I think, and herein I am confirmed by other judges, that the manners of the educated poor are more gentle, and themselves less under the control and influence of strong passions, than the uneducated. There is a manifest improvement in their demeanour at public places, and they seem more open to reason and good motives. There is more real knowledge among the poor. School books are now of such an improved character that a boy must retain much that is worth knowing upon many subjects, and that will exert a beneficial influence on his after life.

S. Earnshaw.

November 1859.

Rev. John Freeman, M.A., Rural Dean, Rector of Ashwicken, Norfolk.

Preliminary.

I have been for 16 years Secretary to a local board of Education, exercising its influence in about 50 parishes.

I have been also a Diocesan Inspector for the deanery of Lynn, Norfolk, embracing 28 parishes. My experience has been chiefly

in rural parishes, but occasionally I have had an insight into the working of town schools.

The employment of this district is strictly agricultural, and farming is carried on with great spirit and enterprise.

From having had the management of a "Society for Promoting Industry and good Conduct in Labourers and Cottagers," I have become acquainted with their habits, social condition, &c.

I have also, as secretary to a "Society for the Private Registration of Servants," been able to obtain information as to the state of education in the country, and have had my attention called to some of the defects in the present system of school management.

I.—Standard of Education.

I consider that boys destined for farm labourers should be kept at a day school until they are nine years of age, never later than ten. The work of husbandry must be commenced at an early age. It is only by this early training that boys acquire confidence and self-possession, which are often called for in a farm servant. This especially applies to handling horses, and dealing with cattle generally. The work of a labourer varies very much from day to day; there must therefore be an aptness to turn from one thing to another. This can only be acquired by early habit. The strength of the frame and the development of the muscle must also be taken into account. Parents can rarely afford to pay for schooling after the age I have named, as there are frequently other children coming on, who need to be cared for. In the greater number of cases they cannot forego the earnings of the boy, as the expenditure for food and clothing becomes every day a more important item as he advances.

Six hours a day is the time I should recommend for daily instruction.

When arrived at ten years, the boy should, during the winter months, be in an evening school for two hours and a half, three times a week; oftener than this will interfere with his liberty and tire him. This should be continued until he is 17, or longer if necessary.

If boys are intended for mechanics, they should remain at school until 14 years of age; they must, however, in this case, have more attention paid to subjects likely to be useful to them in their future occupation; they must, for the last two years, be taken from the ordinary school drill, and taught in a more liberal manner in a class-room. I am satisfied that in many schools, excellent in other respects, this kind of teaching is too much neglected.

Arithmetic and Mensuration were at one time better taught than they are now. It is true that it was only a few favoured ones that left school thus instructed, but gallery and object lessons have had a tendency to throw into the background studies which call for thought and practical work in the pupil.

I think girls should be at school until 13 years of age, and then they should be removed to an Industrial School. If this cannot be done, they should remain until 14 or 15 years old, and the best means must be used to supply the lack of industrial

training. Evening schools, except in rare instances, are not to be recommended for girls. Morning schools in the summer would be practicable and useful. Although I think that girls should be kept at school until 14 or 15 years old, I fear the number of parents who could afford it is very small.

Amount of Education.—Boys leaving school at 10 years old ought to be able to read fluently simple narrative, and some parts of the Old and New Testament; to answer questions in the early part of the Old, and have a general knowledge of the leading events in the New Testament; to answer questions directly arising out of the Church Catechism; to have a slight knowledge of Geography, and to be able to work the first compound rules in Arithmetic. Boys leaving at 14 should, of course, have these more perfectly, and, in addition to them, should have a knowledge of Grammar and History, write from dictation, do easy composition, and work fractions, practice, and the rule of three, and have some knowledge of Mensuration.

Girls should be able to read fluently and with intelligence, have a good knowledge of Bible History, be acquainted with elementary Grammar and Geography, work compound rules and bills of parcels, write from dictation, and do easy composition; be able to do plain needle work, including darning, mending, and fitting. They should be able to make bread, and perform some of the minor operations in house work, *i.e.*, if there has been industrial training.

Music, Drawing, &c., are desirable, having a tendency to raise the moral tone, but are scarcely to be admitted as part of a system in such schools as I have described, except free hand and plan drawing, for boys destined for mechanical labour.

Question 4.—Sunday schools are not of much service as bearing upon general education; they are, however, better than nothing, as they bring the children under the influence of the clergyman. They are generally conducted by unpaid and often incompetent teachers. I think it necessary that the teacher of the day school should have mental repose on the Sunday. There is another objection, the mind of a child is fatigued with school in addition to the services, and the latter, which are of course of first importance, are neglected. There is a tendency to remove the responsibility both of the parent and child as to attendance at church; it is one of the *conditions* of the Sunday school, and so attendance becomes compulsory. The habit of going to church from choice, or sense of duty, is not acquired: this is abundantly shown by the irregularity of the attendance of young people at church as soon as they have left the Sunday school. Where religious instruction forms a part of the daily course, nothing more appears to me to be necessary than the instruction through the sermon, or by a very brief catechizing, after rather than before the service. A Sunday school has the advantage of collecting children for church, and seating them in the most economical manner, but I think the elder children should be allowed to take their seats among the general congregation, to avoid the evil I have referred to, of attending church under restraint of school.

Half Time.—I have not had any experience as to Half Time.

I cannot see how it can be carried out in an agricultural district, more especially in small parishes.

It frequently happens that there are not more than enough boys to do the requisite work of the farm, or if they are sufficient in number, they are by no means equal in capacity. It is not the same in agricultural and manufacturing districts; in the latter the substitution of one boy for another may make a difference as to the amount of work done, but upon a farm it may be a very serious question as to whether the work can be done at all; and here everything depends upon the farmer being able to take hold of opportunities of season. A boy who had been to work in the morning would be in an unfit state, from dirt necessary to his occupation, to go to school in the afternoon, and often much time would be lost in going home to change his clothes.

It would be possible in many places of large population to make arrangements for working and going to school upon alternate days.

Industrial Training.—For agricultural labourers I can see no necessity for adopting any system. The real training of the field surpasses every other kind. If there is time for industrial training it should be applied to greater mental cultivation. Gardening and such like employment is all very well, but at the best it can only introduce a boy to a limited amount of manual labour. The only schools for boys in which I would have industrial labour, would be union and reformatory schools. I would not have even here any great variety of teaching. In agricultural parishes I would take the boys in a class to a farmer's field to do some useful work, the farmer paying the Union for the services rendered.

In this union the boys are utterly worthless for labour when they leave the house.

Domestic Training.—As far as lads are concerned, openings for domestic training generally offer for as many as are likely to make servants, and certainly for as many as may reasonably be expected to find places.

For Girls.—There is great need of industrial and domestic training for girls if I understand these terms rightly. I suppose them to refer to a training which will place girls in a position to earn their livelihood by their own energy and industry, at least for the early portion of their lives, and subsequently to manage a cottage and family in a manner creditable to themselves, and beneficial to their neighbours.

The former can be carried out only in a limited degree in an ordinary school, the latter only very partially through the means of the hall, the parsonage, or the residences of the more wealthy inhabitants of a parish.

The industrial part of training has not in our schools kept pace with the intellectual.

The great anxiety to make a good appearance on the day of examination, especially in schools under Government inspection, has, in many cases, thrown industrial training on one side. I speak particularly of needlework. I do not mean to impute any blame to the Inspectors, or to imply that fault attaches to the managers; it is simply a natural result of an examination being instituted in one department and not in another.

Evening Schools.—These are excellent when under good management; many of those in existence are merely nominal, from want of efficient teachers. They cannot be carried on upon the same principle as day schools, for the ages and attainments of the pupils vary so much, that classification is next to impossible. Having put themselves to school with a wish and desire to get on, every one feels the deficiency of his neighbour a hindrance to him. Individual attention is required, and an immediate answer is expected to every question as it is asked by the pupil. It is true that this difficulty will partially vanish in time, as at present a large number of adults have received little or no previous education, or a long period has elapsed since they were at a day school. We may hope that, after a few years, the evening school will follow immediately upon the day school. Though valuable in their way, evening schools cannot be expected to take the place of day schools; they can only be of limited operation, for it is only in the winter months that attendance can be given. In the summer time, the influence of weather would prevent the mind giving the requisite attention to study of any kind; besides, farm work is carried on to a much later hour (in this neighbourhood until 7 p.m.) There is moreover, or should be, evening employment in the cottage garden or allotment. The time for evening school being thus contracted, there arises a difficulty as to the master. To find a person qualified to conduct an evening school in the winter months, and turn his hand to some other employment nearly three parts of the year, is no easy matter. It now generally falls to the clergyman of the parish, occasionally to the schoolmaster, if there be one. The attendance of the former must necessarily be somewhat irregular, and though he may have the will, it not unfrequently happens that he is without the power of imparting instruction in this form. It is, I think, wrong to tax the strength of one who has been employed in teaching all day, by increasing his hours of work, and therefore I should never allow a schoolmaster to keep an evening, as well as a day school.

Lectures.—Lectures are very well once in a while, especially if accompanied with objects in natural history, or illustrations of any science. The occupation, however, of labourers is such as to unfit them for attendance in a lighted room; besides they carry very little away with them, and are soon disappointed.

Mechanics' Institutes are good in towns, but unsuited to country villages.

Libraries.—Libraries have not flourished in the country villages as one might have expected, but I think it arises in a great measure from the manner in which they have been kept. There is some little difficulty in getting a book; the applicant has to go to the parsonage, it may be, or to the school; about this he feels a little awkward or shy, and does not like to intrude. The library should be near the church, and facilities given for changing books on Sunday; one borrower would thus be enticed by another.

But, after all, the main reason why libraries have not been in favour is, that comparatively few readers have been found sufficiently educated to enjoy works of general literature.

Prize Schemes.—I do not quite know what is meant by a prize scheme, whether it refers to prizes given within the schools, or

prizes given after competition between children from several schools.

In the first place,—*as to prizes within the schools.* There can be no doubt that there is a certain amount of benefit derived from this kind of encouragement; but I cannot conceive that any scheme of prizes could be devised which would have any influence upon the children or parents, so as to cause them to prolong their stay at school. They might, with great advantage, be applied so as to have some influence upon home teaching; prizes given, for instance, amongst the elder girls, for industrial work; the best washer, best scourer, best baker, &c.

As to prizes to be competed for by children of one school against those of another, taken by hundreds or deaneries. About four years ago, I prevailed upon an agricultural association to give prizes for needlework from the several schools in this hundred. The first year, notwithstanding great competition, the work was very faulty, even from the best schools; the second year the improvement was most striking, and has steadily continued. It may be safely said, that the best prize-work of the first year was not superior to some of the worst of the second. Additional care and attention to needlework need not necessarily interfere with other studies, as much information may be orally imparted during the needlework hours.

I hope some day to see this prize scheme carried further, as I have already intimated, viz., in baking, &c.

I have great doubt as to whether it would be desirable to extend it to the ordinary studies of school, as reading, writing, &c.

It must be carried out with care and caution. There is danger lest a spirit of rivalry, passing the bounds of legitimate emulation, should be engendered. One school might obtain an undue degree of celebrity, and draw the children from the neighbouring schools, or lead the parents to consider the school of their parish not properly managed, as their children never obtained prizes; forgetting that it does not follow that the best conducted school would carry off the prize; it would very often depend upon the class of pupils, and the home advantages they possess. Valuable prizes were offered in the town of Lynn, by the corporation and a nobleman who takes great interest in the borough. They were to be open for competition to all the schools within the town. The schoolmasters had a meeting, and one and all of them spoke of the evil which would arise, and prayed that the money might be divided, and competed for in the schools severally. The latter plan was adopted.

State Appointments.—I see no objection to minor appointments being placed at the disposal of schools from time to time. The plan, however, could have little effect upon the time of boys continuing at school, because it would soon be known which was the boy likely to carry off the prize, and the others would be removed in the ordinary course. Great care would have to be taken to ascertain the fitness of the candidates as to health, temperament, &c.

Should Education be gratuitous.—Nothing should be done which has the least tendency to pauperize the English labourer; therefore education should not, *as a rule*, be gratuitous. Neither, on

the other hand, should the regulation of a school be such as to exclude any on the score of not being able to pay the fee. This must be left to the management of the committee. It is no doubt necessary in some cases that some member of a family should be admitted free.

I do not believe there is much truth in the objection that is raised to gratuitous education, viz., that nothing is valued which costs nothing. The weekly payment no doubt brings the school, and the value of education, more frequently to the mind of the parent, but the influence goes no further. Payments should be quarterly. Many parents if they keep the child at home one day, think that if they send it the rest of the week, they have only a part of the return due for their money; thus great irregularity ensues; whereas if they pay whether there or not, they will not lose even half a day, if they can help it. These payments should be smaller than weekly payments in proportion, and must be made at the end of the quarter. It is true there would be some bad debts, but the poor are very sensitive about matters of credit, and what is lost in bad debts would be more than made up for by increased capitation money, and the general results attending this mode of payment.

The children of paupers should have their education paid for by the parish to which they belong. There is a rule I believe existing, which gives the guardians the power of paying for pauper children; but I would make it imperative upon them to see that all of this class were educated until they were of an age to earn, or could get employment. In estimating a pauper's expenditure, I have never known the school fee taken into account.

II.—Actual State of Education.

Neither boys nor girls come up to my standard, especially in reading and cyphering. Too much attention has been paid to gallery work, or simultaneous teaching. It has quickened the intelligence, but it is carried too far.

In a large school in this district only two boys, 13 years of age, could write a short piece of easy dictation without mistakes, three only knew anything about fractions.

Their geography, history, and scripture knowledge was very good indeed, and in other respects the school was most excellent.

In many parishes there are yet to be found large numbers of lads and girls who can scarcely read or write.

III.—Causes of Deficiency.

(a.) The low state of education as regards persons above 20 years of age, is in great part to be accounted for from past want of schools; there has been great increase in the last 10 years, and I do not think more than one or two school buildings are required now in this district. Want of funds is the great hindrance and drawback; it tells in various ways. Masters and mistresses are being overtaxed in many of the schools, no assistance of any kind to be met with. Infants four, and even three years of age, are admitted for the sake of their pence: these occupy a large amount of the teacher's time, besides distracting the attention of the other

children. Often from want of funds schools are destitute of even common apparatus.

(b.) In some places unskilful teaching,—but this not to any great extent. In some schools where the teaching is good there has been, as I have already observed, undue attention paid to a certain class of subjects.

(c.) I do not think the deficiency can be charged to want of interest in the parents, certainly not in this district, except in a few cases.

(d.) The greatest cause of all is the value of the child's labour; of course a school fee placed in the scale makes the balance worse.

(e.) The better the management of a school, the greater are the efforts made by parents to keep their children there. The interest of the child being awakened and kept up by an intelligent teacher, the child becomes anxious to keep its place, and the anxiety of the child naturally influences the parent.

The relative position of employer and employed affects the question deeply. The farmers will have the children for the minor operations of the farm, or, if not the children, the mother is called away, and one of the children must remain to take care of the smaller ones.

IV.—Character of the existing System of Government Aid and Inspection.

On the whole, the Government plan has worked well. With respect to the combination of religious with secular instruction, there is, I believe, a very general opinion, even amongst dissenters, that education is of no value unless this combination is observed.

The requirement of proportionate local subscriptions is sometimes carried too far. There are cases in which some individual proprietor has so large a stake as to give him the power of excluding education altogether, if the local subscription is made a *sine quâ non* of Government aid. No doubt, districts which are inhabited by the wealthy have an advantage over those in which there are only a few residing who can afford to contribute to schools.

Pauper Schools.—I have not had any experience in pauper schools beyond that of our Union, which is small. I should have all boys and girls who, from loss of parents or other causes, are likely to become permanent paupers, *i.e.* until old enough to work, removed from our Union houses and placed in central institutions, where the same kind of treatment as is afforded in ordinary Unions should be applied. The expenses should be charged in the usual way, upon the parishes or unions, as the case may be, to which the pauper children belong. Nothing can be worse than the influence of the union house upon children. The girls are especially damaged from the amount of vice by which they are surrounded. Although they are not mixed up with the profligate and idle, the greatest vigilance cannot protect them from conta-

Reformatory Schools.—I know nothing of them, except by report. The utmost judgment is required in selecting the superintendent

and officers. No man, with merely the qualification of a schoolmaster, let him be ever so good in that capacity, will do. Juvenile criminals fall into vice from various causes; sometimes it is from exuberance of spirits which brooks no control; sometimes it is from innate vicious propensities. To detect the cause must be the great secret of success in administering the remedy. A man of judgment is, therefore, requisite: one who is superior to every one around him in intellectual attainments, as well as in social qualifications; one who can command implicit obedience, and yet inspire the boys with a feeling of gratitude and esteem. From some reports which I have seen I fear sufficient care is not taken about industrial training. For instance, I observe that those who show a taste for shoemaking in the reformatory at A., are removed to a reformatory at B., where shoemaking is especially attended to. I have no book of reference, but I think I remember to have seen it stated, that shoemakers swell the list of criminals and insane persons more than any other body. If there be any truth in this, it surely is the worst trade to put a lad to, who shows early symptoms of a tendency to fall into the one class or the other. Whether I am right about the statistics or not, the trade seems to me a very doubtful one. It is gloomy, very monotonous, easily learnt, gives no scope for enterprise, and, moreover, is one of a precarious nature; a journeymen being sometimes full of work and money, at other times destitute; so that, positively in one case, and negatively in another, it appears to me a bad training for a juvenile criminal. I mention this, not to condemn one particular branch of trade, but to illustrate my meaning, when I say the choice of industrial training is of the highest importance. For all who have sufficient constitution, the more laborious trades, such as that of a smith, with other trades affording more variety, and calling for greater activity, should be selected. A naval reformatory, in many instances, would surpass all others.

The Government System.—Government aid, without a doubt, stimulates voluntary liberality. From many causes, the undertaking of school buildings would be hopeless without the prospect of this assistance; but there are many persons who object to putting their schools under Government inspection, fearing that it may eventually prove a step towards Government control.

I think very few object to the manner in which the system has been carried out, up to the present time. There are many managers who would like to have the Government inspection, who, at the same time, would hesitate to accept a trust deed with the insertion of any clause which would assign to Government the *right* of inspection.

V.—Endowed Schools.

The endowed schools with which I am acquainted are not satisfactory.

In some cases the benefit falls upon those for whom it never was intended.

Too often in our country schools the master feels that he has a firm hold, cannot easily be displaced, and is not responsible to any one, unless absolute insufficiency can be brought against him.

In some cases, the existence of an endowed school, although

inadequate from want of funds and other reasons, prevents an effort being made for the establishment of another.

It is only in a few instances that the trustees take a real interest in the school, and the master feels himself somewhat independent of the clergyman, and every one else.

SUGGESTIONS.

(a.) I should maintain the existing system of Government aid and inspection.

(b.) I should endeavour still further to develope it, especially in poor districts, or in places under peculiar disadvantages. I know several instances in which the school presses most severely upon the clergy; in many cases curates pay from 15 to 20 per cent. of their stipend towards the school.

(c.) I should modify the system, as I have just observed, to meet the exigencies of special cases. In some of the details of requirement I should relax; in others I should recommend greater stringency. For instance, in the first building of a school I should require a certificate from a school inspector, or if a church school from the rural dean, that the proposed site was eligible. I should not require the value of the land to be certified by two valuers; one would be sufficient. Instead of taking a certificate from a builder, stating that the work was properly executed, I should send a competent person to visit the spot. An officer of this description would be very useful, and might be employed, from time to time, in visiting the buildings of a district, and making a report upon them. He might make suggestions for improvement, point out any threatened dilapidation, and thus by timely attention save much outlay. There is considerable mischief going on in some schools, and if money has to be found for repairs, the school apparatus is sure to suffer for it.

One school with which I am acquainted was constructed in a manner so faulty that within twelve months it showed evident signs that something was seriously wrong. In two years a large sum of money was obliged to be laid out, and beams were added, much to the disfigurement of the building; and Government money was granted to meet the outlay occasioned by this mistake. Now a personal visit from a builder, or clerk of the works, would have prevented this. An oversight is more easily made with a plan, than it is in a personal inspection of a building.

I should recommend local commissioners, corresponding somewhat to assistant poor-law commissioners. Their duty would be to make themselves thoroughly acquainted with a given district, its wants and requirements, and also its available resources. The office would be distinct from that of an inspector. They might be either laymen or clergymen.

I would also recommend a staff of organizing or improving masters to be kept up. They should be partly paid by Government money, and partly by the respective schools or educational boards by whom they were employed.

With regard to Inspectors, I would observe that the number employed by Government is not sufficient to undertake the visitation of all schools. There are also some places where, from

prejudice, they are not admitted, whereas an Inspector directly appointed by the bishop of the diocese is. I would therefore have the Government and diocesan inspection work together. The statistics and general information obtained by the diocesan inspector should be at the disposal of the Government inspector, and the forms made use of should correspond. The inspectors should receive their appointment from the bishop, which should be confirmed by the Committee of Council. The funds required for the payment of these officers should be paid partly by Government and partly by diocesan boards. Similar officers might be appointed for schools not connected with the Church, if required. The expense need not be great, as many efficient men could be found who would undertake a considerable district, provided they had a curate to supply their place when absent from home, and enough to pay all their expenses.

(e.) Our schools never would have been raised if the voluntary principle had been the only resource for funds. It would assuredly fail if capitation and augmentation money was withdrawn.

(f.) I approve of the scheme which would give to a parish, fairly assessed, greater help than to one in which the weight fell unduly on some, and escaped others,—always supposing a right reserved to the Committee of Council to make exceptional cases in poor parishes.

Compulsory rating would not be of service, but attended with great difficulties. All the past troubles which have beset the education question would revive in tenfold force. Every dissenter rated for education would object that he was assisting Church schools, and *vice versâ*. If a rate is ever resorted to, there must be two funds: one for Church of England; the other for secular education schools, or schools without any teaching of the doctrines of the Church of England; and each man rated must have the choice of paying to whichever fund he prefers.

(g.) I should make it compulsory upon *endowed schools* to have inspection. Where they are for education in the principles of the Church of England, I should have the inspectors appointed by the bishop of the diocese, with the sanction of the Committee of Council. A report unfavourable to the management of the school should form a *primâ facie* ground for further inquiry as to the competency of the master. A board of investigation should be constituted of Government and diocesan inspectors. The trustees or governors of the school should be bound to abide by their decision.

As regards the question of opening endowed schools to dissenters, I should be disposed to meet the case half way. If (as I have already suggested is the case sometimes) the existence of an endowed Church of England school prevents the opening of another with fair prospect of success, some conscientious dissenters may consider themselves aggrieved. I would, therefore, upon this point being proved, allow the admission of their children to the school, without requiring them to learn the Church Catechism, or in any way having their religious opinions influenced by the master. In all cases I should require for these schools, that the master should be a *bonâ fide* member of the Church of England; and also that the principles of the Church of England should be

taught to all who did not declare themselves dissenters through their parents.

Where dissenters have a school of their own, or where the number of them is sufficient to warrant the idea that they could provide education for their children, as in ordinary parishes, I should not allow their admission to the endowed school.

Suggestions and Thoughts on Question 4.—I have assumed that boys are to leave school, in agricultural districts, at 10 years of age, and girls at 13. Now, I believe it is possible in many places to work alternate days, and attend school on the intermediate days. This could be done by a modification of what in this neighbourhood is called *the gang system*. Hitherto it has been looked upon as a great evil, but I believe it might be made the basis of much good. The scheme originated here, from the great demand for what is called occasional labour. The farms are generally large, from 500 to 1,500 acres, sometimes more. Frequently there will be a pressing call for labourers of a cheap character. It would not answer to keep a sufficient number of regular workmen, as there would be seasons when they would be unemployed.

Women and children are therefore assembled together in a *gang*. There is a master over them, who communicates with the farmer, making a bargain by the day, or by the acre, as the case may be. He accompanies them to the field, and directs their work. He makes his bargain so as to gain a penny or twopence a head per day. The women and children earn from 6*d*. to 9*d*. a day.

They are employed in a variety of ways—haymaking, weeding, stone-picking, thinning turnips, and topping and tailing them in the winter. The manners of these people are very rough, and the language used by them frequently of the grossest kind. This, however, may be overcome, as I can testify from experience. It would be possible sometimes to divide a gang into two parts, to be at work and school on alternate days. The girls and boys might, at all events, receive some instruction in the morning before going to work, or on the days when there is no work to be done. They must, however, be in a class-room, as the independent habits of the field would unfit them for mixing with the other children.

The education in this case must be gratuitous, as they work from necessity, and many have not one penny to spare.

Their hours of work are from 8 a.m. to 6 p.m. For a great part of the year they might work from 9 a.m. to 7 p.m. Many of them have told me they would gladly go to school at 6, or even at 5 a.m., if they had the opportunity. The difficulty to be contended with is the want of funds. I should be glad to see Government money offered to carry out experiments of this, and a similar character, in one or more places, as might be thought desirable.

When once a plan has been hit upon which is found to be practicable and good, there is little difficulty in collecting the funds. It is the uncertainty about the success of a scheme which makes subscribers hesitate about taking it up. In these experiments, not only a grant to meet a subscription should be made, but the whole expense and responsibility should be borne by the Committee of Council, and the result, when satisfactory, made known to the public. In some schools an arrangement might be made for the

elder girls, during the last six months, to enable them to gain some knowledge of cleaning and scouring. A superior kind of charwoman might be engaged, at a small cost, to superintend the work. This should take place in some outer building, and plans might be devised for obtaining articles that really wanted cleaning, as kettles, saucepans, &c., from some of the inhabitants. An allowance of so much per head might be made by the Committee of Council, for every girl thus in training, to meet the expense of the superintendent. I do not think that much can be learnt in the way of domestic work, unless it presents itself in a natural form. There should be no attempt at getting superior apparatus, but only the utensils in general use.

Industrial schools on a larger scale would be very valuable. There is at the present time great difficulty in getting servants, especially kitchen and dairy maids; cooks are scarcely to be met with, except for high wages and good places. There are various reasons assigned for this difficulty; amongst others, over education is said to be the cause, and I am inclined to think that there is some truth in this, or rather the present system has something to do with it. I would not have the amount of knowledge lessened, or any portion of the education now given reduced, but I would endeavour to adjust the balance. There are other reasons, no doubt, to be assigned for the lack of servants, but if, even in a small degree, it can be traced to over school-work, it seems imperative upon the friends of education to come forward.

It must be remembered, too, that there is not now existing that great school for industrial and domestic training that used to be found in the farmhouses and tradesmen's families.

A few years ago the farmer's daughter was carefully taught all the ordinary work of a house, and knew in her turn how to train others. Accomplishments take the place of this instruction now, and farmers' daughters are kept at school until a late period. Even the establishment of a parsonage house is now frequently presided over by a mistress utterly ignorant of domestic economy.

The farmers and tradesmen have a perfect right thus to bring up their children, if they will, in habits of refinement, but it is not too much to ask the middle classes to assist in supplying to society an advantage which it was once their privilege to give, viz., the domestic and industrial training of young people. Every one now wants an *experienced* servant; this has created a demand far beyond the supply. Even those who are obliged to take beginners, for lack of means, find themselves continually obliged to change. The fact is they cannot teach the art, and so the girl finds it one constant struggle; she does nothing right, and finds no one to impart to her the secret of method and order. Another cause of the lack of servants for the situations I have noticed arises from the refinement given to children in our schools; they are taught to be clean and neat in their appearance, to be gentle in their manner, and careful in their dialect. Their friends and parents immediately think that they ought to seek for occupations suitable to their education. Too often the managers of schools themselves, though perhaps unintentionally, foster this ambition. Then again the atmosphere and confinement of large schools has

a tendency to prevent that development of a robust frame which is required for the work of the kitchen, washhouse, or dairy.

I have spoken of a "Private Registration Society for Servants." During the past year 170 entries were made in the books, taken from all parts of the county. A very large proportion of the young persons thus entered had their qualifications announced by ladies interested about them in these or similar terms:—

"A nice intelligent girl with good manners and pleasing appear-
" ance, good tempered, and desires a place in a nursery, or to
" wait on young ladies." Numbers in this form:—"Not strong
" enough for hard work."

It appears to me not only desirable as an improvement to our schools, that some steps should be taken for the establishment of a system by which industrial training can be carried out, but that the time is near at hand when it will be necessary, in order to supply to society a most important element. Girls trained to their work would enter upon it with pleasure, instead of with dread, as they too often do under existing circumstances; and would moreover acquire strength of constitution and limb by exercise and training.

Let then an *experimental* school for industrial and domestic training be established. And in order that there may be no difficulty in framing rules or altering them, if required, or adjusting the buildings requisite, I would have them maintained altogether by public money, instead of upon the present plan of making grants to meet private contributions. This I should recommend until the problem was solved, "What is the best and most econo-
" mical plan of carrying on industrial and domestic training?"

The detail of the plan I will not enter upon, further than to observe, that the arrangements should be of such a character that the results arrived at in the schools should proceed from individual, and not from collective labour, *i.e.* each girl should be taught to do her work as nearly as possible in the manner in which she would have to do it in after life. There should be variety in the apparatus and appliances, but the use of simple utensils should be the great study.

But how are the pupils to be provided for this model institution? I should adopt some such plan as this: let the Government inspectors have the first appointments, and let them be instructed to select girls from schools, where some effort has been made towards industrial training, thus making the admission to the model school a kind of prize. The children must be kept in board and clothing in the experimental school. After a while, if any plan was discovered which was of general practicability, the experimental schools might well be converted into industrial training institutions for the purpose of training matrons for future establishments.

But again it might be said; how are these girls to have work found for them? Employment for such as were intended for housemaids might in a great measure be provided by the institution itself. There must be the superintendent's room, and also other parts of the establishment which would require attention. Sometimes employment might be found in houses at no great distance, for a part of a day. There might, too, be institutions graduated, as

it were, so that the girls might be removed as they showed themselves worthy of further education.

Washing could easily be procured, and made partially remunerative. It is true that there might be an objection raised, that few would trust fine linen to be experimented upon by young hands; but a good superintendent, a low scale of payment, and an assurance of no deleterious matters being used, would soon have a favourable effect.

Cooking must be taught in almost every branch. The wants of the establishment will give scope for that of a simple character. Arrangements might be made to insure a market for that kind of cookery which belongs to the tables of the rich. It might not indeed be found close at hand; but in these days there ought to be no greater difficulty in disposing of the produce of the kitchen, than there is in finding means of disposing of the produce of the garden. A shop, for instance, in London or some great town, might be opened, somewhat similar to a pastry cook's, without any great risk. Dairy work can be managed in almost any locality.

13. I should not make school attendance compulsory; much hardship would attend it.

I should be sorry to see schools under the direct control of the State. Without entering upon the objections arising from a consideration of the political constitution of our country, I would observe that it would be utterly subversive of a system which, more than any other, brings the minister of a parish to take an interest in the moral, social, and spiritual welfare of the people.

With regard to differences in religious belief, I see nothing in this part of the country which calls for interference. The dissenters in the county do not object to send their children to schools under the clergy; they may in some cases object to their learning the Church Catechism, but no great difficulty is experienced even in this matter.

In towns, the British and Foreign School supplies the dissenter with what he requires,—instruction without ministerial interference.

If any class of dissenters could show themselves numerous enough to support a denominational school, I should grant them assistance, as in the case of Church of England or British and Foreign schools: this, however, I would not do unless the number of schools of this description was sufficient to warrant the appointment of an inspector over them.

VII.—Teachers and Training Colleges.

14. In this district, the greater number of the masters of public schools are competent men; the mistresses are not so good in proportion, and this especially applies to their power of teaching arithmetic, and enforcing obedience and order.

Of private schools I cannot say much from personal knowledge; my impression of them is unfavourable. The master or mistress is willing to overlook the faults of the children, and disposed to flatter the parents; an attempt is made at a showy rather than a useful education. Most of the masters of private schools are men who have failed in some other calling, or they are unable to get testimonials so as to obtain a public school.

Dame schools are of very little use; indeed, in many cases, worse than nothing, as children contract bad habits which are not easily broken.

15. From the results found in schools under trained masters and mistresses, compared with those given by the untrained, I should speak favourably of the system. There are, I doubt not, improvements to be made. I should recommend that no one should be allowed to leave the institution with a certificate, or with a view to obtaining one, until they had gained practical knowledge of the working of a school.

I know an instance of a clever girl who was one year in a training institution, and at her examination was placed in the second class; upon entering on her duties, she showed the greatest possible ignorance of order and arrangement, and to this day she greatly suffers, in matters of discipline, from want of this training.

I have not had any reason to suppose that trained masters or mistresses are dissatisfied with their position. I have read letters in educational papers which would lead one to suppose it was the case; but a little examination into the matter would probably show that those letters emanated from writers who would value themselves above any place in which they might find themselves: it is true that they have their trials to encounter and sometimes they will speak of them. They are isolated beings, beneath the educated portion of the community in social rank, and unwilling to lower themselves to that of mechanics, and besides this, there is little sympathy between men of such different callings. Schoolmasters are not generally men who have much variety of resource within themselves; they have had a struggle to get hold of their knowledge, and still have a struggle to keep it. Their education has been too confined for their own comfort. Schoolmasters' unions and associations should be encouraged; as the number of the body increases they will find themselves less lonely. Meetings of this kind lead to intercourse with others interested in education. The presence of the clergy is generally courted, and to these the masters will frequently look for suggestions and advice.

16. The great objection to the apprenticeship system is the fear of cramping the mind, and making the teacher too much of an automaton; I would rather have a liberal education given first, and let the intended teacher enter upon direct school training at a later period.

This plan would be more expensive, but there would be less risk of spending money upon lads and girls who eventually prove themselves ill-adapted to the profession.* A much more valuable staff would be obtained.

Part of the expense of substituting assistant masters for pupil-teachers, might be set off against the opportunity offered for carrying on the evening adult school. The master might leave his day school part of the time under the assistant, and spare himself for evening work. It must be observed that an assistant

* In a small pamphlet, "The Schoolmaster," I have stated the points that ought to show themselves in one selected for the office of a teacher.

is better qualified to take charge of 100 children than he is to take care of the education of 10 adults.

No one trained for a schoolmaster at the expense of the public should be allowed to use that training for the purpose of obtaining any post under Government. If this restriction should be thought to have a tendency to keep young persons from entering the profession, as an equivalent, certain offices might be assigned to deserving schoolmasters at a later period of life.

To raise the standard of the profession, I should award handsome augmentations to men who could give proof of their having received a liberal education, including classics, natural philosophy, and mathematics; always provided their schools were in good order. These men would be very useful to their neighbours.

17. In a perfect system of education masters and mistresses should be paid by stipend.

Fees appear to claim the first place, since they stimulate the exertions of the teacher: but these to remunerate must be large, indeed, more than the parents could pay. There is another serious objection, the managers would often have difficulty in framing and carrying out their rules, and would sometimes find but little help from the master or mistress, from fear of the consequence as regards their incomes.

The same objection holds in part to the combination of stipend and fee; yet, on the whole, I imagine it is practically the best plan, although, as I have remarked, in a perfect system the stipend is the proper mode of payment, as it raises the master or mistress, and places them upon a much more honourable footing.

VIII.—Results.

The intellectual results are exhibited in improved taste for music and pictures.

At village gatherings and entertainments, instead of the ploughman's monotonous drawl we hear some favourite song, "The light of other days," "Flow on thou shining river;" true, these may be picked for the occasion, but they must have been learnt in the cottage or public house. The taste for pictures is greatly improved; although the cottage walls have still many absurdities, yet better things are preferred. The labouring classes have much more idea of proportion than they once had; hence, their cottages are furnished in better taste, and their dress, even though it may be thought above their station, yet is consistent throughout. Books from which something can be learned are more in request. The "Illustrated News" is eagerly looked for in this parish. Letters are much better written than they were formerly; from those who go abroad and write home to their friends, it can be clearly seen that they make use of their education, and give descriptions of places and events which formerly would have been passed over.

Education has unquestionably had something to do with the abatement of drunkenness, and as this has been said to be the foundation of the greater part of crime, it must be allowed that the moral effect has been considerable.

The Chairman of the Quarter Sessions at Norwich has repeatedly

spoken of the steady and progressive diminution of crime; and the same remarks are continually called for at Swaffham, the cause assigned being the improved state of education.

Vice and crime still remain and ever will; but in the case of those who have fallen into bad ways, and been brought under my notice, whether as a clergyman or a magistrate, I have always found it easier to treat with the educated than with the ignorant. The conduct of the labouring classes at fairs and similar places is more orderly than it used to be; this I should attribute, in part, to that habit of self-respect which education tends to produce. Under the head of intellectual improvement I might have brought forward the better taste that is shown in the selection of places of amusement.

In some respects the moral tone of this district has not greatly advanced, but here education has had great obstacles to contend with; I refer to the number of illegitimate children registered in this part of Norfolk. There is some improvement the last few years, and I think it may be generally affirmed that the fall takes place in spite of education, certainly not through it.

It is no small thing to be able to say (which I believe we may without contradiction) that education based upon religious principles assists the fallen to rise again, and to seek the light of reason and divine revelation.

(Signed) JOHN FREEMAN,
Aug. 19, 1859. Rector of Ashwicken, near Lynn, Norfolk.

Rev. H. Fearon, B.D., Honorary Canon of Peterborough, and Rector of Loughborough, Leicestershire.

PRELIMINARY.

1. I have been rector of this parish, Loughborough, in Leicestershire, for eleven years, and was previously occupied for many years in private tuition, as a Fellow of Emmanuel College in Cambridge, and elsewhere. During my incumbency in this place I have, as trustee of a largely endowed charity, assisted at the remodelling of middle schools for boys and for girls, as well as Lancastrian schools, under a scheme of the Court of Chancery, and I have watched the operation of these schools. The poor population of this town, where my experience has been gained, consists mainly of framework knitters, with however a considerable number of agricultural labourers and boatmen on the canals, and also of workers in iron. The town contains about 12,000 inhabitants.

I.—STANDARD OF EDUCATION.

2. If we could keep children until they are 13 years of age, we could teach them all that is required to fit them to become operatives or mechanics, except those things which are better learned in the days of their apprenticeship, or when actually at their work. We could make them good readers, writers, cipherers,

and give the habit of fixing the thoughts and exercising the mind. This would supply them with the means of progressive improvement, whatever might be their future occupation.

As for any distinctive teaching for their future trades, I conceive that to be impossible, even if it were desirable. Up to the age of 13, I should say that the teaching for all trades ought to be the same. Give them instruction in elementary principles; let such information as you can impart to them be of universal utility and value, and which may be made available for any occupation. To confine a boy at that age to distinctive instruction in order to prepare him for his future trade will be to *dwarf* his mind.

3. By 13 years of age, in children of ordinary cleverness, we could give concurrently with the above a competent knowledge of Scripture history, and (what is, in my opinion, of more consequence) we could impress on them the precepts of the gospel as the guide of their conduct in life. Any doctrinal teaching beyond those simple points which are absolutely required for the understanding of Christianity at all, I hold to be quite unnecessary at that age, and undesirable.

If I added anything to the subjects of secular teaching already stated, it should be a little geography, *easy* lessons in geometry, and drawing; music, that is class singing, ought, I think, to form a part of the education of every boy and girl who has *any natural ear*. This makes a pleasing change in the routine of school work; the only difficulty attending it in practice is, that those who sing must have the schoolroom to themselves; so, unless you have a class-room well shut off, the lesson can only take place out of school hours. Nevertheless, those children who are at all fond of music, will generally sacrifice the time cheerfully.

4. (a.) Sunday schools have great advantages and great defects. Among the advantages they offer are these:—

(1.) They give some knowledge of the Christian religion to a class of children who would have none otherwise. Thus they confer on them a most important benefit.

(2.) They give to the clergyman an opportunity of oral religious teaching by a service or short address in the school, which he may make suitable to the age of the children, which in church cannot be done.

(3.) They prevent a good deal of idleness, and perhaps evil habits among children on a Sunday.

The following are among their defects:—

(1.) There is very little discipline. The master of the week-day school, except in some cases, does not attend the Sunday school; and I am sure he ought not to be required to attend; and the voluntary teachers rather prefer to have the management. Discipline, therefore, cannot be very strict or uniform; you cannot, moreover, when you are just going to church or returned from it, resort to punishments; punishment seems so unsuitable to the day, to the occasion for which you meet. The children know this, and know that punishment is not likely to be inflicted; yet some children cannot be managed without it; a system of kindliness and love is lost upon them. So this is your dilemma. I have observed boys more ill-behaved on a Monday

morning, at the week-day school, than on any other day in the week, and I certainly think it attributable, in some cases, to a certain disregard of discipline *caught* at a Sunday school.

(2.) The teachers of Sunday schools are inclined to keep the children too long. Morning and afternoon school and morning and afternoon church is too much; it wearies the children. We should be very careful of doing anything which may prevent a child from feeling Sunday to be a day of rest and *happiness.*

Avoiding these errors as far as possible, Sunday schools will continue to be valuable institutions.

(b.) The *half-time* system is highly worthy of the trial it is receiving. Possibly it may be found that the *half-time* boys at the end of the year will have learned or at least *retained* as much as the *whole-time* boys.

This is a part of a wide and, I think, a very important question, whether it be expedient to work the mind of a young person severely or continuously.

(c.)

(d.) Evening schools are very good for adults, not for children, in my opinion. Their minds get tired before evening and require rest.

(e.), (f.) All are good.

(g.) Prize schemes and prize endowments are valuable, but partial in their operation, not influencing the great bulk of learners, because above their expectations.

(h.) I think that educational tests may be most properly used in the appointment to all minor offices by the State. Yet, if they are to be the sole grounds, great care must be taken as to what are the subjects of education. To confine it to bookwork, or even headwork, would be, I think, to injure the rising generation of candidates by too much cerebral excitement. Care should be taken, lest, by exciting young persons to premature and severe competitive exertions, we impair their future strength of mind and physical health and efficiency.

There is no excess of studious labour to which an earnest young man will not put himself, in a matter on which his future bread depends, or his ambition is excited. The question is, whether we are justified in encouraging such a heavy strain upon the brain, just at the critical period of life when nature requires to be recruited from the exhaustion of bodily growth. Experience, if its directions are *carefully* noted, does not warrant us in concluding that the laborious studies which keenly contested examinations necessitate in early life are beneficial to the mind ultimately, but that they rather impair its strength in its maturer years; and certainly they debilitate the body. I think, therefore, that the distribution of even the minor State appointments on exclusively educational grounds, in the sense in which education is at present understood, would be an error, the results of which are not sufficiently foreseen. And it must be remembered that the danger adverted to, if it be one, will be greater as the number of competing candidates increase, and consequently the mental struggle becomes more arduous.

5. I have no doubt that when a small sum is paid for schooling, the parents feel more interest in the school. Wherever it is *possible*, I would recommend that the children purchase their own books. They will take more care of them than if they were school property. They can also take their books home in the evening, and thus interest their parents in what they are learning. This, I think, one means of insinuating a respect for education, and an appreciation of it among the humbler class of parents.

II.—Actual State of Education.

6. The actual state of education does, so far as I can judge, come up to the standard defined in the preceding questions. But the practice, which seems increasing, of taking children away from school at too early an age will, if it continues, render it impossible for that standard to be reached.

III.—Causes of Deficiency, if any.

7. (a.), (b.), (c.)

(d.) The value of the labour, even of very young children, in the manufacturing districts, operates very much against their being kept at school. The parents would not mind the school fee, generally small, but they cannot be prevailed on to dispense with the child's earnings.

(e.), (f.)

IV.—Character, &c.

8. My opinion is highly favourable to the present Government system.

9. (a.), (b.)

10. I believe it stimulates voluntary liberality in ten cases for one where it prevents it. I collected 200*l.* to build a wing to a school, on the understanding that a grant to assist the contributions would be obtained. The Privy Council gave 150*l.*, and the wing was built. Whether it would have been erected without that stimulus is very questionable.

The only objections which I ever hear urged against the present system are those based on the opinion that secular education might be given without connexion with any religious denominational bodies. These even I do not often hear spoken of; but I think myself they are deserving of consideration.

V.—Endowed Schools.

11. Endowed schools cannot but increase the educational *strength* of the district to which they belong. Yet they require to be carefully watched. The master of an endowed school cannot be supposed to be so sensitively alive to the success of his establishment as if his bread depended solely on that success. The question, in what cases a power of changing the master should reside in the trustees, is a difficult one. But I do not think we could improve the present law, which provides that the master of an endowed school may be removed by the trustees, if the *Charity Commissioners* confirm their decision.

VI.—Suggestions.

12. (a.) I would maintain the existing system of Government inspection.

(b.) I do not see any other mode of increasing the schools in the country except by the development of the present Government system; and, so far as I can see, it is very popular.

(c.)

(d.) Certainly not.

(e.) Not by itself.

(f.) I do not think the country is prepared for any general system of rating for educational purposes.

(g.) Besides the endowments originally bequeathed for education, others, whose purposes had become obsolete, have been appropriated, and most rightly, to the foundation of schools. But before any endowment is handed over to a purpose different from what the testator intended, some competent authority (the Charity Commissioners) ought to be consulted on the *individual case.* A sweeping measure for the diversion of any funds, even for so important a purpose as education, ought not, in my opinion, to be thought of.

(h.) I fear that I cannot make any such suggestions. It seems to me that it is, and must remain, a question much connected with the state of the *labour market.*

13. I should rather trust to the growing sense of the value of education in the humbler classes than to any compulsory enactment. It is questionable whether the right of a parent over his child could in any way be properly interfered with.

To the latter paragraph in this highly important question I will only venture to offer a few words in reply.

It certainly does seem to me that the present system has one objectionable tendency; it rather keeps up than assists in soothing down denominational differences and rivalries. The minister of each denomination desires, in common with the clergyman of the Church, to increase his congregation and the number of adherents to his creed. The school is the most powerful means of doing this. Without pretending to speak with much experience on this particular, because in this town a large week-day endowed school, open to all sects of religion, absorbs other schools; yet I feel persuaded that a necessary effect of denominational schools, where they prevail, must be to *stereotype* religious differences.

VII.—Teachers and Training Colleges.

14, 15.

16. The pupil-teacher system, I believe, works excellently. It raises up a body of well-conducted young men and women, who, besides their utility afterwards as conductors of schools, are a good example, speaking generally, to the other young persons in their locality, both intellectually and morally. Trained teachers and masters are, so far as I have observed, satisfied with their social position. Public opinion will, I am satisfied, as time goes on, assign them a higher one.

17. (a.), (b.), (c.) The payment by fee and stipend combinedly is better than by either separately.

VIII.—Results.

18. This question judiciously calls attention to the many causes, besides education, which may have contributed of late years to improve the condition of the poor. These causes seem to me to be principally,—

1. Cheaper food.
2. Better wages.
3. Cheaper literature, the publications which find favour with the working classes being for the most part of good tendency.
4. A more friendly and frequent communication with them on the part of the classes above them.
5. Facility of locomotion by railway.

The last, by varying the monotony of a working man's life, has become a great element in his happiness. It has rendered him less liable to moody discontent. It is also a great means of improvement to him and his family, by enabling them to see other places and the habits of other people, and so gain information. But then it must be borne in mind, that it is only because he is, at least, moderately well educated, that he can appreciate or enjoy these advantages; and in proportion as his mind is instructed, they will become to him an increasing source of moral and social improvement.

December 1859. H. Fearon.

Rev. John Guthrie, M.A., Canon of Bristol, and Vicar of Calne, Wiltshire.

Preliminary.

1. My experience in schools has been gained by experience in different parishes, more especially during the last 20 years as vicar of Calne, with a population of 5,000 people, where are five schools, under my own superintendence, containing 450 children as an average attendance, besides two or three other schools in outlying districts of the parish.

I.—Standard.

2. I can give no general answer to these questions.

3. I find that by giving to the oldest and most advanced boys separate desks, where they can work by themselves, many boys are induced by this distinction to stay six or 12 months later in the school; but it is seldom that we can keep them beyond 13 years of age; by that time I am surprised to see what an amount of knowledge intelligent boys have obtained in our National school; their proficiency and expertness in arithmetic are very great, also in history, English grammar, geography, and history of the Bible. Their knowledge by comparison of what their state was some few years back, astonishes one; the misfortune is that this very proficiency is made too often an excuse for their being withdrawn at so early an age from school. I think it highly desirable that music, drawing, &c., should be introduced, but the difficulties from want of time and want of means are great, except in large towns and cities.

4. (a.) Of the advantage of Sunday schools for religious instruction no one can doubt.

(c.) As to the practicability of introducing much industrial and domestic training into National schools I much doubt, as a general system. I considered the matter very attentively some years ago in reference to our girls' school; and after much deliberation decided to set up an industrial school under the superintendence of Mrs. Guthrie, where the best girls might be trained for domestic service *after leaving school;* and, after the experience of many years, I am thankful in being able to say that the attempt has been most successful, and that the training school is now, in full operation, and receives a warm support of all the Inspectors who examine our schools for Her Majesty's Privy Council.

(d.) Of evening schools I think most highly. As to lectures, &c., &c., these are good by way of adjuncts, but I cannot say that I have perceived the benefits to the community from these experiments which once I hoped to see.

IV.

9. (a.) As to pauper schools, my opinion has always been in favour of one central school for different unions; the boys would then be removed from the baneful influence exercised by various forms of pauperism, mendicancy, &c., and might be trained at a cheaper rate to various handicrafts.

(b.) My attention has been more directed to the wants of the working population than to the reformation of criminals. Prevention is the *first* duty. Remedy, the *second.*

V.—Endowed Schools.

11. I can speak very decidedly in favour of a small endowment. I found in my parish a school endowed, where education was given to a certain number of boys *gratis:* they paid nothing, and they learned nothing. At my persuasion the trustees placed the school on a new footing; and the endowment, small as it was, has been the means of raising an admirable middle school, where the children of tradesmen, farmers, and mechanics receive a thoroughly good practical English education for about two guineas per annum. This school has been in operation for about 12 years, or more, and in regard to its efficiency I must refer you to the Reports of Her Majesty's Inspectors, or of Rev. Canon Moseley, who knows the school well; but I consider that the small endowment *at first* was the means to enable us to place the school on its present footing; the plan was *strongly* resisted at first, but the school is now much liked and become very popular in town and neighbourhood.

VI.

I do not wish to see the existing system of Government aid and inspection altered, but extended if possible.

(f.) A system of rating seems a mere impossibility, and therefore, however useful and just, it seems useless to discuss it.

(g.) That a large amount of charitable endowments, and of charitable bequests, now frittered away in useless or rather mischievous doles to the poor, producing more evil than good to the recipients themselves, that these might be made available for educational purposes is most clear. But it would be no easy matter to pass any legislative measure that would be of much avail; mere *permissive* legislation is not enough; the responsibility of a most

unpopular act would be thrown on the clergyman of the parish, as the general rule; and it is not fair to place him in such a position, for he would be accused of public robbery of the poor. But some machinery might easily be provided (as in the Tithe Commutation Act), and a greater boon for the promotion of education cannot be given than the adaptation of casual charities for this great object.

13. Compulsory attendance by law appears, like a school rate, a simple impossibility under existing circumstances.

The best way to ensure attendance at school is to improve the *condition* and management of the school itself, to give the instruction as much of a practical character as possible, and one suited to the wants of the district in which it is established.

VII.—Teachers and Training Colleges.

I wish that the education both of masters and mistresses was of a more practical character at training colleges. The cultivation of the intellect and the acquirement of knowledge, and the best mode of communicating it to others, these form the chief, and *too often* the only object sought and attained in training colleges.

The consequence is that both masters and mistresses commence their duties in a state of profound ignorance of so many common things of a domestic nature, household affairs, management of a garden, and things relating to the actual business and affairs of life, as to make them *somewhat* ridiculous from the very helplessness they show in what all other people know but themselves.

They are a very helpless set of beings taken out of their school, and this subjects them to many inconveniences.

It is my firm conviction that in regard to many essential points, such as manners, *dress*, practical knowledge of life in common things, many great improvements in training colleges might be introduced; as to school learning, &c., I have no fault to find.

16. My own impression has been gaining ground, that the system of pupil-teachers might with advantage be gradually replaced by having *second* masters, &c., instead; but on this head I must admit that I am quite in the *minority*.

17. There can be no doubt to my mind that the best mode of payment is by a combination of *stipend and school fees;* but here we are met by the most strenuous opposition of managers of the training colleges, who refuse to let their best teachers go, unless we guarantee a certain fixed sum, which sum appears to me needlessly large for a mere untried girl, who may or may not turn out a good mistress: this opposition neutralizes our wishes.

My boys' National school was formerly very ill attended; we now make the masters' salary depend partly on fixed payment, partly on fees; and the attendance is the most numerous and most punctual of any school in the town.

I have thrown together these few hints; had I been at home, I could have given some statistics, but being now in residence at Bristol, I have no access to my school papers.

Allow me to remain,
Gentlemen,
Your obedient Servant,
John Guthrie.

Calne, Wiltshire,
July 20, 1859.

Miss Hope.

1. I HAVE long felt a deep interest in the subject of education for the lower classes. I have had many occasional opportunities of seeing and examining schools in different parts of England and Scotland. For some years I had the chief control of a school in London, in which there were separate teachers for boys, girls, and infants. Of late years my residence has been chiefly in Scotland, and I have now under my own management two schools, both taught by mistresses, one containing girls of all ages and young boys, the other more of the nature of an infant school for both boys and girls. The first of these schools has been in existence about forty years, the other nearly twenty. For both new school-houses have been erected within the last few years by my brother, one on his own estate, the other on a piece of ground feued from a relative. Besides these there are two other schools in the parish taught by masters, and various schools in four neighbouring parishes which I have had occasion to visit from time to time, and of their systems and proceedings I have a pretty accurate knowledge. These schools are all composed of children belonging to the class of labourers or mechanics. Six of them are under Government inspection. Although my experience latterly relates chiefly to Scotland, and the sphere of the Commission seems to be limited to England, yet there are many points on which what applies to one country must, I presume, be equally true of the other.

2. I should say that about 14 or 15 is the age up to which it is desirable that attendance at school should be continued. It will generally cease before 15, or sooner still. If it has been tolerably regular till 14, an amount of knowledge ought to be attained sufficient for all practical purposes in the future life of children of the working classes; and at that age they ought, whether boys or girls, to be entering upon the special preparation required for the occupations in which their life is to be spent. Boys may obtain employment in the lighter parts of farmwork, or, if intended for trades, they are old enough to be apprenticed; and girls are ready for service in farmhouses or families of the middling classes. The attendance at school will be prolonged when boys are destined for employment as clerks or shopmen, and girls mean to gain their bread by needlework only, or to live at home simply to assist their parents. This class will be more numerous in country towns than in strictly rural districts.

3. At the age I have mentioned children should be well acquainted with their Bibles, and thoroughly instructed in the doctrines of Christianity. They should be able to read so as to understand and enjoy any common book, and so as to be intelligible and give pleasure to others if they read aloud. They should

be sufficiently versed in arithmetic to enable them to keep accounts correctly and with ease; they should write a fair hand, and be able to compose a letter with tolerable accuracy and propriety. The elements of grammar and geography may be acquired, also some knowledge of history and some acquaintance with the nature and properties of common things, both in their original state and manufactured. Some instruction in vocal music will be advantageous both to boys and girls; and if they learn to sing from notes it will prepare them for joining a village choir. More than this is not desirable for girls, nor is it advisable that they should learn drawing, except so far as to trace the outline of a map, or a familiar object, with chalk on the black board. But if boys have any taste for music, such further instruction as may enable them afterwards to take up some instrument, as the violin or flute, may prove the means of supplying an innocent amusement which may prevent their forming idle habits. I have seen a band of fifes formed among the elder boys of a school as a preparation for other instruments. Some acquaintance with drawing may have the same good effect, and tend to keep them at home instead of spending their evenings elsewhere, added to which a facility in handling a pencil, and the power of drawing outlines and plans, and of sketching from nature, however roughly, may turn to good account in the various callings of their after life. Girls ought to be thorough proficients in plain needlework in all its branches. The importance of this cannot be too strongly insisted on. There is a growing desire for fancy work in preference to plain work among both teachers and scholars, which should be resolutely discountenanced, both as taking up time required for more useful purposes, and as leading to vanity and frivolity.

With regard to those who prolong their attendance at school, as noticed at the end of last answer, provision may be made for carrying their education a little further. Boys may proceed to algebra and practical mathematics, and in Scotland they will expect to learn Latin and perhaps Greek. Girls may be more thoroughly taught and carried forward in the studies already mentioned; but it is not desirable that they should be encouraged to attempt those accomplishments which they are too apt to aspire to, such as French and instrumental music. With respect to the former, whenever it is taught in these elementary schools, the accent and pronunciation are so bad that a native Frenchman would fail to recognize his own tongue, and the smattering of the language thus acquired would be perfectly useless in conversation. And as to music, unless some instrument could be found less expensive, and requiring less practice to master than the piano, all the time and money bestowed in this way is more likely to be thrown away than to turn to any profitable account. If any of these young girls are in circumstances such as to make it really suitable and expedient that they should learn these things, it will be far better to take a course of lessons from masters spe-

cially devoted to these branches than to attempt learning them imperfectly in school.

4. (a.) Sunday schools are most important and valuable means of imparting religious instruction, but should be confined to that, and not made use of as an opportunity for conveying secular learning, or even for teaching reading as a mechanical process. When young people can be induced to continue their attendance at Sunday schools after they have left the weekly school, the happiest results may be expected in their character and conduct. I have seen them stay on, till from pupils they became teachers, and as a natural and necessary consequence, settled down into steady, useful members of society.

(c.) Industrial and domestic training in girls' schools should be carried on in the higher classes simultaneously with other teaching. It can hardly be expected to prolong the period of instruction, but should turn the pupils out at its close much better fitted to enter on the active duties of life, whether at home or in service. I beg to refer to a small pamphlet hereto appended, which describes the system of industrial training carried on at one of the schools I have mentioned, and which was printed about a year ago at the request of friends. (Appendix I.)

(d.) Evening schools are very desirable for boys and young men employed throughout the day. They will probably be better attended in winter than in summer, and are therefore in some places only opened in winter. They are more questionable for girls and young women, yet a class for sewing only may prove a means of benefit to girls engaged throughout the day in handiwork of a different description, such as potteries, tambouring, lacemaking, &c. I have seen good effected by one such class, held for two hours twice a week in a village inhabited by colliers, and where, owing to the system of school payments in operation there, which will be presently described, the girls had attended a school taught by a master only, and had consequently received no instruction in needlework. At the same time I consider it a very imperfect substitute for the regular training which girls ought from the earliest age to receive in that important part of a woman's business, and it was only resorted to in this instance, because, without it, these girls would have had no instruction of the kind at all.

(f.) Lending libraries where a sum is paid, however small, say even 6*d.* quarterly, I should consider preferable to those entirely free.

5. Education is much more likely to be valued if paid for, than if supplied gratuitously; but in country districts and among the lower classes in towns, the school fees which the parents can reasonably afford will probably not suffice to make the school self-supporting, and in so far they may be said to pay only partially. In the two schools I have mentioned as under my direction, the fees vary from 1*d.* to 2*d.* per week. This alone would not maintain the teachers and defray other current expenses.

6. I am not at all prepared to say that all the children who pass through our schools, or even the majority of them, come up to the standard I have laid down as to be aimed at; still I hope that a fair proportion do so, and that all, unless from some cause prematurely removed, acquire enough of reading and writing for both use and comfort in after life. As already stated, and from a cause to be more fully explained further on, the girls of the mining population are very deficient in needlework.

7. In this parish there is an ample supply of schools. The teachers are good. The attendance of children bears a full proportion to the amount of population. There is no want of interest on the part of the parents; they seem fully alive to the value of education.

Notwithstanding this, the attendance cannot be said to be as regular as it ought to be. This may be accounted for in various ways.

(1.) There is a temptation to irregularity of attendance, and also to early removal, when employment can be obtained for them, or when, by keeping them at home to take care of younger children, the mothers can go out to work. The population of this parish is partly agricultural and partly mining. These two classes are very distinct in character and habits. In neither case, however, is there any very strong inducement to early removal of the children from school, not such, at least, as exists in the manufacturing districts, but in both cases occasional employment for children may be obtained after 12 years old, and therefore, when the parents are very poor, or have large families, it must be expected that the attendance, if it does not cease altogether, will after that age become irregular.

(2.) In country districts there must always be a falling off of attendance in winter among those who come from a distance. This will chiefly affect the younger children.

(3.) There is frequently a degree of waywardness and perversity about the lower orders in the country, which proves a very disturbing element in this, as in all other dealings with them. Thus, perhaps, they will take exception at some of the rules of the school; they will make an effort to get them entirely set aside in favour of their children, or they will be offended by something the teacher has done; possibly some little want of judgment on the part of the latter may have given some colour to the umbrage taken, though much beyond the occasion. In such cases the children are suddenly removed, and others will be apt to follow the lead, sometimes to such an extent as almost to empty the school for a time. All who have to do with country schools must be prepared for these fluctuations, and it will not always be possible to ferret out the particular cause of offence, much less to remove it. They must be prepared too for this perversity displaying itself in a still more vexatious form, viz., that of opposition for its own sake. There are people who seem unable to comprehend disinterested

exertions for the welfare of others, and when any very strong efforts are put forth on behalf of a benevolent undertaking, they at once suspect a selfish motive, or without going quite so far, they still feel that they have the power of causing annoyance by thwarting those measures on which they see the heart is set, and they take a pleasure in exercising that power. Thus, some cross-grained parents, if they think the patrons and teachers of a school are anxious to see it full, will hope to gain a point by threatening to remove their children, and failing, will make good their threat, and enjoy the satisfaction of having done their best to defeat and disappoint those wishes.

Whenever, from whatever cause, and at whatever stage the course of education is interrupted, the children must suffer, and whether blame attaches to any one on this account or not, they will naturally and inevitably fall below the mark.

8. I have seen a good deal of the system of Government aid and inspection, and have been led to form a very high opinion in favour of it. I consider it one of the wisest plans ever adopted for the benefit of this country. I believe that the education of the lower classes has made an immense stride since it has come into operation.

The inspectorship, as far as I have had an opportunity of observation, is most judiciously and beneficially exercised. There is no interference at all with local rules and regulations, while yet the annual overhauling and investigation acts most powerfully as a stimulus, alike on patrons and managers, teachers and scholars.

As to the mode in which the system affects different districts, I should say that those which do receive assistance enjoy a manifest advantage over those which do not, inasmuch as their schools are of a very superior description.

9. I have no personal experience of either pauper or reformatory schools, but I think that in a country district the children of paupers ought to be allowed to attend the common schools, and mix with other children, and not to be treated as a distinct and outcast race. Even if in a workhouse it is better they should be sent out daily to schools in the neighbourhood than have one for themselves within the walls. This is the plan adopted in a poor's house in this neighbourhood with the best results, the daily walk of a mile going and coming being in itself a benefit.

I must observe, however, that the whole system being so different in this country from what it is in England, it is quite possible that what answers here might not be found to work at all well there. The difference consists in the able-bodied not being considered as entitled to parochial relief, and in the poor's house being more viewed as an asylum for orphan and destitute children, and for extreme cases of age and infirmity, and much less used as a general means of giving relief. It is also made use of, however, as a test in cases of doubtful desert, and it derives its efficiency as such from the extreme dislike felt by the poor to go within its

walls. The house I refer to was built to meet the wants of eight parishes, comprising a population of 26,000. Although calculated to accommodate 262 inmates, there have never been more than 180. The present number is 104, of whom 41 are children, and 17 lunatics and imbecile.

As to criminal children, by far the best arrangement would be a legislative provision for their being confined for a lengthened period to some boarding institution of an industrial and reformatory character. There is an enactment giving to magistrates the power of committing children to these institutions instead of to prison, but there seems to be a difficulty in bringing it into force in country districts. Instead of leaving it optional it should be made compulsory on the magistrate thus to dispose of them, and when there is no such school in the district; provision should be made for their being sent to the nearest available institution. Facilities should also be given for disposing in the same way, with the consent of their parents or guardians, of those who, though not actually amenable to the law, are yet conducting themselves in such a manner as to show that if unchecked they will become the pests of their neighbourhood.

10. The Government system most decidedly stimulates private liberality. Far more has been spent in improving our own schools since they have received Government aid, than would have been expended under other circumstances. Individuals are induced to establish schools in the hope of being assisted in supporting them by this means, and many schools have been raised from a very poor state of efficiency into respectability and vigour. I know a case at this moment in which what has hitherto been an adventure school, contingent on the life and labours of the teacher, is likely to be converted into a permanent institution. This mistress was induced to send her daughter to a normal school to study for a certificate. The inspector has paid his first visit, and steps are in contemplation to form a committee, and furnish such securities as will establish a claim for Government aid. As respects the grants given towards the erection of school buildings, the conditions as to space, structure, &c. are such that I think in most cases there is little saving to the local funds effected. The difference is that much superior premises are obtained at the same cost to the patrons and subscribers as would otherwise have procured very indifferent accommodation.

I have not met with any objections to the system among persons who really understand it and have watched its operation. Some who have not seen it working, and have only a vague idea of the conditions and requirements, seem to have undefined suspicions of evil, a dread of centralization, a fear that Government influence will gain too much the sway, local authority be set at nought, teachers become independent of their superiors, &c., &c., &c.

A small endowment attached to a school is the means of making that permanent which might otherwise drop with the life of an individual. In the two schools to which I have referred, an

endowment of 10*l.* per annum each has been founded, which will come into operation after the present generation. But there is this disadvantage attending such institutions, that they necessitate the creation of a trust, and that trustees, when irresponsible, are very apt to become careless and negligent of their duties. I may cite, as an instance in point, the case of a girls' school in a country town not far from hence. It was built some thirty years ago by a lady, who left in addition 500*l.* to endow it. The school-house, including a dwelling for the mistress, is an excellent one, and there is a large playground attached. The set of rules drawn up by the founder are admirable and explicit. The trustees are the local authorities, including the clergyman. Everything is combined that should make the school first-rate, and for a number of years it was so, the trustees having been induced to appoint a very superior teacher. But about two years ago, the mistress having resigned suddenly, a young person was allowed to take the charge, temporarily, as it was then said, in order to keep the children together. She was quite unsuited for the permanent occupation of the post, but, from that day to this it has been impossible to induce the trustees to take any steps to secure the services of an efficient mistress. Some do not like the trouble, others seem to think it would be acting unkindly to the young woman in question to dislodge her. The result is that all the advantages of the endowment are thrown away on a school which is the mere shadow of what it ought to be. The rules, meanwhile, are virtually ignored, and practically disregarded. As the trustees are men who have neither leisure nor inclination for taking any active charge of the school, it has been repeatedly urged upon them to form a ladies' committee, with power to choose and superintend the teacher, but this they will not do, assigning as a reason that, as trustees, they are not at liberty to delegate their power to others. As they will not exercise it themselves, it follows that the school is in a worse state than if there had been no trust deed and no endowment at all.

12. (a.) Most unhesitatingly would I uphold the existing system of Government aid and inspection.

(b.) I would heartily advocate its further development in the gradual and natural manner in which it is now going on, viz.—by more and more people becoming aware of its merits, and anxious to secure its advantages for their own localities. It is better, on all accounts, that the process should be a gradual one. I see some individuals connected with educational societies in England have lately expressed an opinion that the turning point is nearly reached, and that there will soon be more certificated teachers than can find employment. As it is, however, stated that there are upwards of 15,000 schools in England, in which the teachers are not certificated, it appears to me that we are still far from the limit of progressive absorption. Judging from the schools that have come under my own observation, where, one after another, certificated teachers have, as vacancies occurred,

succeeded those who were not so, I should expect that, in a few years, a great proportion of those 15,000 schools will, in like manner, have changed hands. But, of course, managers do not like to displace teachers who are doing their duty up to the measure of their capabilities, nor would it be fair to take any summary steps in the matter; it is best to wait till, in the natural course of events, an opportunity presents itself. In the volume of Privy Council Minutes for last year the number of certificated teachers employed at the close of 1857 in Great Britain is stated at 5,166. Comparing this number with the 15,000 uncertificated, we may infer that there is considerable room still left for expansion.

(c.) There is one modification of the system I should be glad to see adopted, and that is, some sort of female inspectorship brought to bear upon the needlework department in girls' schools. It is quite impossible that any gentleman inspector can really thoroughly investigate this part of the subject. He may very easily be imposed upon by the plausible array of specimens, which a mistress will have no difficulty in getting up, however unsatisfactory the state of this department may be in reality. Or he will devolve his responsibility on any lady visitors who may be present at the examination, and who will probably be unwilling to assume the ungracious office of fault-finders. The consequence is, that the teacher will be tempted to pay far less attention to this portion of the school routine than to those which she knows will have to undergo a close and searching scrutiny. The recent circular of Privy Council Committee on the subject of needlework has produced some good effects, but a further move in the same direction may still be made with advantage. I know there are difficulties in the way. It would add considerably to the expenses of inspection if every girls' school were to be visited by a lady, as well as by the gentleman inspector, whose investigations, as respects everything else, I have no wish to see superseded. Perhaps, however, it might be possible to introduce this addition at the district collective examinations of pupil teachers. A properly qualified lady might be found, willing to give her assistance, professionally, on these occasions. She would make the young people perform in her presence various exercises in needlework, and also in cutting out articles of clothing, and in preparing and fixing work as for classes. This would be a far better criterion of their acquirements and practical skill than the mere production of certified specimens manufactured at home. The same lady might conduct the exercises in needlework of the students and schoolmistresses who are examined for certificates annually at the normal schools.

There are one or two suggestions I may offer on matters of minor detail, although, as they hardly deserve the name of modifications, I am not sure whether they fall strictly within the scope of this inquiry.

(1.) The tabulated statement of the inspectors' reports on all the

Government schools throughout the country, hitherto printed and circulated among patrons and teachers, was last year suspended, and in place thereof only the report on each school in manuscript was forwarded to its managers. I hope the suspension will prove to have been but temporary. The publicity of the former plan, the knowledge each teacher had that the report respecting his school would appear in print, would attract notice in his neighbourhood, and be scanned by all his acquaintances and former fellow students throughout the country, was a most powerful stimulus to exertion.

(2.) The questions given in former examinations for certificates and scattered through the volumes of minutes, would, if collected and published in a condensed form, prove a most valuable manual for the use of teachers who are studying for certificates themselves, or who are educating pupil teachers. They suggest the practical application of the knowledge already acquired.

(3.) It would be a great favour to teachers and students who have failed in their examination for certificates, if, on receiving intimation of their failure, they were informed as to the subjects in which their papers were found defective. Many of them endeavour, by hard and patient study, to fit themselves for another trial, and this information would enable them to turn their chief attention to those points on which they are weakest.

(4.) It would be a great convenience if depôts were established in different parts of the country containing a specimen copy of each of the books named in the Privy Council catalogue. The grants towards the purchase of school books are a great and valuable assistance; but at present it is often rather at random that the selection is made from the list, and when the parcel arrives it is found that the choice is not so judicious as it might have been, had there been an opportunity, in the first instance, of comparing the various manuals on the same subject, and so discovering which were best adapted to the particular end in view. These depots might be formed in every town where there is a training school, and at all the head quarters of the different inspectors.

(f.) There is a system of rating adopted in this neighbourhood among the mining population and the workmen employed in the ironworks, which I believe is common in other localities similarly circumstanced. Twopence a week is kept back by their employers from the wages of every workman, young and old, married and single, for the purpose of forming a school fund. While those who have no children receive, of course, no return for their money, those who have, enjoy, on the contrary, the privilege of sending their whole family to school for this moderate payment. This plan possesses the advantage of securing a very full attendance of children at school, as the parents seem to consider it an object to make the most they can out of the compulsory payment, and therefore send as many children as they can muster, and at the earliest age possible. On the other hand, there is this disadvantage, that they have no choice as to the school; they must send

them to that to which their employer gives the pay, or else incur the extra cost of paying the usual fees at another school. This is felt as a hardship when, as is sometimes the case, very young children have to pass the doors of a school near their homes, in order to walk a considerable distance to the one supported by the school fund. It is also a hardship in the case of girls, when the school in question is taught by a master only, in which case they have no opportunity of learning needlework. Some parents do send them to a girls' school, but they naturally grudge paying twice, as they consider it, and the greater number therefore allow things to take their course, and the girls are left to pick up needlework anyhow, or nohow, as they best can.

In this parish there is a school of this description, entirely supported by the school fund, together with the Government allowances. It is taught by a certificated master, assisted by pupil teachers, and it is attended by the boys and girls of the families connected with the pits. An evening school is also held during part of the year for the lads and young men employed during the day. At one time there was a class of these youths so far advanced as to be reading the Greek Testament.

Sometimes, instead of providing a separate school for the children of the workmen, an agreement is made by their masters with one or more of the schools already existing in the neighbourhood, and the children are admitted into them on the terms mentioned above. The following particulars have been communicated to me by a person well acquainted with the locality to which they refer. Some years ago large ironworks were erected there, and an additional population of upwards of 2,000 suddenly introduced. Houses were built for them, but neither church nor school. The town possessed a very good parish school, and one or two private ones, sufficient but not more than sufficient for its old population. The educational system, as above described, was brought into operation, and an agreement entered into with the parish schoolmaster. The consequence was, that his school was at once completely swamped by the children of the new comers, and the old class of scholars have ever since been nearly jostled out of it. Both sets are dissatisfied, for neither is properly accommodated. My informant states that there are about 1,300 workmen employed in connexion with those works, and paying to the fund. This will give upwards of 500*l.* per annum. It has been going on in this way for more than twelve years. The agreement originally made with the parish school has since been extended in a smaller degree to one or two other schools in the neighbourhood. My informant is not acquainted with the details of the arrangement, but the presumption is, that only a portion of the fund is divided among these teachers. There has long been a talk of building schools expressly for the children of the workmen, and the surplus fund may possibly be lying by, in the hands of the company, and accumulating for this purpose. But, meanwhile, generations of children

are growing up under the disadvantages of the present very inadequate provision for their wants.

As the system I have described has certainly the effect of inducing parents to avail themselves of the opportunities afforded to the utmost, it might be well, perhaps, if, with some modifications, it could be brought into more general operation. But ample securities against mal-appropriation should be devised, in order that men mulcted of their pay may have no colour for imagining that it is done under false pretences, or the proceeds diverted from their right use. There should be full proof that the money raised is fairly expended in providing for the education of the children, and an ample return rendered for the whole amount. It should also be an essential condition of the plan, that sufficient school accommodation, within a reasonable distance of their homes, shall be provided for the whole number of children, and that the girls shall be enabled, under all circumstances, to receive the instructions of a mistress. It is not the best arrangement, when it can be avoided, for children of any one class to herd exclusively together, and therefore whenever the circumstances of the locality are such, that the children of a mining or factory population can be distributed in schools where those of the agricultural labourers are also educated, it will be the most salutary arrangement for themselves. Where this population is not very dense or numerous such a plan may be carried out without difficulty. But when the contrary is the case it will probably be found impossible to effect it satisfactorily, and special schools must be provided. In this case, the amount of the population will yield so large an educational fund, as ought, by proper management, to go far towards the erection of the necessary buildings, besides paying the teachers, and providing in the most efficient manner for all the current expenses of the school.

Whether they become more general or not, I think that all schools conducted on this system ought to be visited by the Government inspector, and that he should be empowered and directed to make such inquiries as would elicit the actual state of matters on all the points above adverted to. This investigation would itself be an important step towards attaining the ends desired. It may be urged against such a course that the engagement is, in some sense, a voluntary one between master and servant, since every man who takes employment in these works knows that the weekly tax of 2*d.* is a condition. The same argument might be used on behalf of the truck system, yet that was thought a fit subject for legislative interference.

(g.) Had the school I have referred to in answer to Question 11 been under Government inspection, it would probably never have fallen into its present condition, as, in the face of printed reports and public opinion, the trustees could scarce have acted as they have done. It appears to me, therefore, that the preventative or remedy for such evils would be an enactment requiring that all endowed schools shall be annually visited and reported upon by the

Government inspector. Although his power will not extend beyond the expression of an opinion, yet that opinion might be conveyed to the trustees in a formal manner, and might be printed and published so as to be well known in the neighbourhood. This would, in most cases, probably prove an effectual check and safeguard. Whether any more stringent measures could be employed to compel trustees either to fulfil their duties or to resign their office might be matter for consideration if this moral pressure were found insufficient.

(h.) I will offer a few suggestions on three of the methods mentioned in Question 4.

(1.) *Industrial Training.*—This is a subject to which my attention has been particularly directed, and the pamphlet which accompanies these pages will show the manner in which I have endeavoured practically to carry out my views. I would further suggest that a great encouragement to similar attempts would be the insertion of a clause in the Privy Council regulations, providing for the admission of additional pupil-teachers wherever industrial training is introduced into weekly schools. As regards the school described in the pamphlet, their Lordships have, in compliance with the recommendation of the inspector, kindly acted on this principle; that is to say, last year, when the old apprenticeships terminated and the new ones were applied for, it was found that the average attendance of girls during the previous year was rather below the number for which two pupil-teachers are allowed, notwithstanding which, a second was admitted, a rigid adherence to the exact letter of the law being waived in consideration of the industrial department. A specific rule to the effect that an extra pupil-teacher will always be granted for industrial work would probably induce others to adopt the same plan. The assistance of pupil-teachers is a main feature in the scheme, as carried out here, so much so, that we have found it necessary to obtain the services of a third in order to accomplish the whole satisfactorily; and therefore, by the help of other arrangements, and some assistance from the "Scottish Ladies' Association for Promoting Industrial Education," a small salary has been provided for another promising girl, who is entered under the designation of "Honorary pupil-teacher" in the report to Government. In my reply to Question 16 will be found a suggestion respecting such additions to the regular staff.

(2.) *Lending Libraries.*—As a means of improvement to individuals already desirous of carrying on their self-education, these are most valuable; but something more seems to be required to bring a wholesome literature to the very door of those who, though they have acquired the power to profit by it, yet will not be at the pains to seek it for themselves. Something too is required to supply an antidote to that low and pernicious trash in the shape of cheap periodical publications with which the lower classes are deluged. Such an agency has lately been called out into the field in this country in the Colporteur system under the auspices of

the Edinburgh Religious Tract and Book Society. That society has now about fifty of these valuable men employed in different parts of the country. One of them is located in this neighbourhood, and his sales, which consist almost entirely of very cheap publications, average about 7*l.* in the month. He has about 120 regular subscribers for small monthly periodicals, besides selling a great number of these to persons who do not put down their names as subscribers. As the district through which he goes his rounds contains a population of some 6,000 or 7,000, this may seem after all a mere drop in the ocean. But it must be remembered that such as it is, the publications thus dispersed have found their way into hands where otherwise they would not have been at all; that they are duly bought and paid for, therefore much more prized, in all probability, than if gratuitously bestowed; and, lastly, that it is not at the outset of a new undertaking that we can fairly calculate what may be the amount of its benefits or the extent of its ultimate results. I believe that a similar agency is carried on in England under the patronage of the Society for the Diffusion of Pure Literature. Any encouragement that can be given to such efforts will be well bestowed.

(3.) *Prize Schemes.*—The institution of special prizes, with the view of encouraging a taste for natural history, gardening, &c. among school-children, might be taken into consideration. A horticultural society in this neighbourhood offers prizes for the best bouquet of wild flowers and the best basket of wild fruit produced on the days of exhibition by any boy or girl attending school, also for the best garden plot kept by any boy or girl under 15. Something of the same kind might be done, in connexion with the visits of the Government inspector, both among pupil-teachers and scholars. Various other subjects for competition might be suggested, such as collections of dried flowers, with the names attached, or of shells and sea-weeds in places near the coast, garden baskets or bee-hives of their own manufacture, &c. &c. As the honour of the prize will constitute its chief value, a very small pecuniary amount will suffice; or, better still, some useful book or implement.

13. However strong may be the arguments in favour of compulsory school attendance, and however well the system may answer in other countries, such a direct interference with the liberty of the subject, with his domestic relations, and the private arrangements of his home is so opposed to all the ideas and feelings and habits of this nation, that I do not think it would ever be tolerated in Britain. But the screw might be applied indirectly in some such way as the plan described in answer to qu. 12 (f.), which, while leaving full freedom of choice as to whether the children shall be educated or not, enlists in favour of the first alternative that powerful motive in the human breast, the desire to obtain the greatest possible return for all outlay incurred.

The latter part of this question referring to difficulties arising from differences of religious belief does not apply to Scotland in

the way that it may do to England. The middling and lower classes here, with very few exceptions, are all Presbyterians, although divided into the three sections of Established Church, Free Church, and United Presbyterian. These bodies all hold the same doctrines and teach the same catechism, their differences being merely on matters of ecclesiastical government and church patronage. As there is no interference with the place of worship the children attend, there is no obstacle whatever against the youth of all these denominations being taught in the same school during the week, and in point of fact the parents in this part of the country at least have no sort of feeling on the subject. Whether the school is called Established Church, Free, United Presbyterian, or undenominational, the religious character of the teaching being precisely the same in all, it will generally be found that children of all three bodies attend it, and that the parents are guided in their selection of it by their opinion of the teacher, or by considerations of local convenience, and not by denominational preference. There may be more feeling on the subject on the part of the ministers of the different churches, and I believe that in some parts of the country, this has occasionally shown itself rather strongly; but I feel convinced that if the people were left to themselves, there would be no practical difficulty whatever.

15. I must premise that the following remarks on mistresses trained in normal schools refer only to those who have neither gone through a previous apprenticeship as pupil-teachers, nor had any prior experience of school-keeping; but those whole special training for their profession has been acquired within the walls of one of these institutions. I should also observe that my own personal experience is almost entirely limited to the teachers trained in one such school, although I have reason to believe that the same strictures would apply in nearly equal measure to the other training schools in Scotland. It is very possible that they may seem quite irrelevant as regards English normal schools. With respect to those young persons who have enjoyed the advantage of an early preparation for their work as pupil-teachers, my opinion will appear in the answer to the next question.

Owing to the changes of teachers that in the course of years have occurred in the schools more immediately under my direction, as well as in others with which I am acquainted, I have had the opportunity of comparing the teachers coming out of a normal school at different periods, and during what may be termed a transition state, dating back to the time previous to the introduction of pupil-teachers, Queen's scholarships, and certificates. While I have seen a very decided advance in the attainments of these young women, and consider them much better grounded and more thoroughly taught *students* now than in former days, I have been reluctantly brought to see that a change in the opposite direction has taken place in their capabilities as *teachers*. Whereas formerly they used to enter on their office well able to impart to others the knowledge they possessed themselves, whatever its extent might

be, it now takes a year's practice in the schools, or thereabouts, before they learn how to set about their business properly, or handle the classes skilfully, during which year many blunders are committed, especially as they are generally somewhat self-sufficient and not willing to take advice. They have in fact to undergo an apprenticeship in the art of teaching, which they ought to have gone through, and which formerly they did go through, at the normal school; and the patrons of the local school, if they take a personal interest in its proceedings, have to do the work which the preceptors of the normal school ought to have completed before sending their neophytes forth into the world.

I attribute this change to two causes:—1st, to the great anxiety to take a high certificate which prevails among the students, and is fostered by their superiors, and the severe study which this necessitates, leaving little time for anything but actual study; 2ndly, to the introduction of pupil-teachers into the normal schools, who now do the work there which was formerly done by the students. Owing to these two causes very much less time than of old is now spent by the students in teaching classes, or in hearing the masters teach. In the particular normal school with which I am best acquainted, the female students never take any part at all in teaching needlework to the girls, and never even assist the superintendent in cutting out or preparing it for the classes. I rather think they do not so much as cross the threshold of the girls' class-rooms when needlework is going on. The normal school has thus assumed much more of the character of a college for students, than of a training place for teachers.

Although, as will appear under the next question, I approve most highly of the system of pupil-teachers as carried out in elementary schools, I think they are out of place in a normal school, and, without wishing to interfere with those who are now going through their course, I should consider it an improvement if there were a stop put to their admission henceforward into any school which professes to train teachers. In all such institutions the day school should be considered simply in the light of a practising school for the students; all the arrangements as to hours, numbers, &c., should be made so as best to promote this end, and if the interests of the children and those of the students are found to clash, the former must give way. I do not believe, however, that this would be the case. The teaching would always be under the eye and control of an experienced superior, and would therefore suffer no detriment from the constant change of under teachers. As I have already said, I am speaking of students who have had no previous experience in teaching—those who have, may be less likely to suffer from their time at the normal school being almost exclusively devoted to study—yet even they would be all the better of keeping up the habit, and also of seeing and practising different methods and other plans than those they have been accustomed to.

I think it should be made imperative that all female students,

or at least all of them who are Queen's scholars, shall be lodged within the walls of normal schools, or in boarding houses connected with them, except those whose parents live in the immediate neighbourhood. I do not know whether such a regulation is in force in England—in Scotland it certainly is not. Some of the training schools have no means at all for lodging the students, and even where there is a boarding house in connexion with the institution, it is left to their option whether or not to enter it. Again, while it is very desirable that in these boarding houses there should be every appliance for imparting to the inmates a thorough practical knowledge of domestic economy, and ample time allowed for carrying out this portion of their training, it is also essential that everything should be arranged in the most simple and frugal manner, so as not to raise them out of their station, or above the habits and daily duties which will hereafter fall to their lot. It should be required of all young women in an institution of this description to perform every common duty for themselves, such as making their beds, brushing their shoes, changing their plates at dinner, washing their tea-cups, &c. When they are exempted from such offices it tends greatly to foster the spirit of conceit and self-sufficiency of which I have spoken, and to make them slovenly, untidy, and indolent in their habits when they go to their own schools. I have witnessed these ill effects, and have wished that the managers of normal schools were more alive to the danger of young people's heads being turned by injudicious kindness, and more aware how disagreeable they make themselves in consequence to their superiors and their neighbours, and how much they have themselves to suffer, as the result of this, till they find their proper level, and shake down into their right place.

I have had many difficulties to battle with in dealing with these young, raw, and inexperienced teachers. A reluctance to submit to authority is by no means uncommon. Some have tried to set rules at nought, although an agreement to observe them had been signed when the engagement was made. In more than one case great efforts have been made to introduce lessons of French and fancy work, though in direct opposition to these rules. One teacher brought a piano with her, and though she had little knowledge of music, and neither voice nor ear for singing, much time was spent in practising upon it, which would have been better bestowed in preparation for her school duties. I have found more than one miserably deficient in needlework, unable to cut out the most common garment, and without an idea how to prepare or arrange work for the classes, or how to teach the children to do the plainest and coarsest work with even common neatness. They have plainly owned that they could not make the children work, and seemed to think it was unreasonable to expect that they should do so. I have asked what they would think of a teacher who said she could not make her scholars spell. It would undoubtedly prove her to be totally unfit for her office,

and not less so does the incapacity which they think it no disgrace to avow.

I hope and believe that the new regulations of the Privy Council Committee are likely, in a great measure, to meet and remedy the serious defect to which I have last adverted. It was, indeed, high time that some such steps should be taken, for there is no question that there has been a woful deterioration in female schools of late years, as regards needlework; just as they have advanced in other respects they have gone back in this, and there is the greatest difference now between the work turned out of a school possessing all the modern appliances, and taught by a first-class certificated teacher, and that executed in one of the still remaining old-fashioned schools, presided over by a mistress herself, literally OF THE OLD SCHOOL. I have one such not far off in my mind's eye; all her pupils whom I have come across do her credit, and all are excellent needlewomen. In her school, and such as hers, the work is clean, neat, and well finished, fit to take its place at once in a gentleman's wardrobe. In a school of the other, and in most ways higher class, it is too often soiled and puckered, cobbled together anyhow, tacking threads not pulled out, raw edges sticking out from the seams, sleeves put in wrong side outwards. On one occasion a gentleman's shirt was sent home with the long flap in front, the mistress never having even discovered that there was anything wrong about it; yet she had come from the normal school with the character of being at the very top of the class of female students of her year.

In estimating the relative importance of needlework in a girls' school, it must not be forgotten that it is to this that many of these young sempstresses will have to look for their livelihood, or for advancement in life, and that very few will have any opportunity for improvement after they leave school. A girl goes to service, probably, immediately on leaving school, and the degree of skill she has gained with her needle may make all the difference whether she remains a drudge all her days, or rises to the highest rank in that line of life. A nursery maid or housemaid, who is handy with her needle, is open to promotion as head nurse or lady's maid; one who is not so will stick where she is, however good a grammarian and geographer she may be. Even if they remain at home and marry, those who can take in plain work and execute it neatly possess the advantage over their more unskilful neighbours of being able to add considerably to the earnings of the household, and how valuable this power is in the not unfrequent contingency of widowhood it is needless to enlarge on. Masters of normal schools, and gentlemen inspectors are too apt to overlook all this, and to view needlework as just one of a girl's ordinary studies, like grammar or history. They, therefore, think it quite sufficient to put it on the same footing, and will sometimes mercilessly propose curtailing it to one hour daily in the time-table of an elementary school. Let it be again repeated, that while *many* girls will have to depend upon needlework for

their bread, *all* ought to be able to fall back upon it if necessary. There is nothing analogous to this in a boys' school, for all boys begin the special training for the employments or handicrafts by which they are to win their livelihood after they leave school. This is one of the points on which the influence of a lady inspector would soon make itself felt, by placing things in their right position.

If the tone of this answer should seem to be too exclusively that of censure, I hope it will be borne in mind that the nature of the subject has led me to dwell chiefly on those points in our normal school system which demand improvement. It would be very easy, and far more pleasant, to enumerate and dilate on the many solid sterling benefits for which the country is indebted to those valuable institutions.

16. In answering this question, I beg leave to append the copy of a letter which I addressed to a Scotch newspaper, in reply to one containing an attack on the pupil-teacher system. A copy of that letter is also given (Appendix II.) Feeling deeply indebted on behalf of the schools in which I am more immediately interested, for the benefits they had derived from the pupil-teacher grants, I could not help bearing my testimony in favour of the system when I saw it assailed by one, who, though evidently knowing little about it himself, might yet be the means of prejudicing others against it. In my opinion, it is an admirable system, calculated to produce the very best results. To the same effect I may quote the words of a friend in the north of England, well qualified to judge—"I cannot imagine anyone having any-
"thing to do with the working of village and other schools,
"having a doubt as to the benefit of the grants to pupil-teachers.
"Only let them come and look at the schools in K———, which
"have, and have not, these grants. I hope all will be aroused to
"the grievous injury that would result were they withdrawn.
"It has had a most beneficial effect wherever it has been tried
"in this neighbourhood, acting as a stimulus to the teacher, as
"well as to the pupil-assistants, in a most healthful way, keeping
"the mind of the former well filled and gaining instruction,
"instead of resorting to sometimes very fatiguing and detrimental
"employment to gain an increase of funds to improve the salary.
"If the wish of Government is to educate the people, I do not see
"how a better plan could have been devised for calling out those
"who have talent without the means, as well as stimulating those
"who have the means, to devote themselves to the work. It
"would be a deplorable loss to have this aid withdrawn."

I remember some time ago reading the report of a speech on educational subjects, in which it was asserted that a great proportion of the pupil-teachers deserted the profession at the close of their apprenticeship, and the proof given was some calculation of the number who entered normal schools as Queen's scholars, thus taking it for granted, that all who did not do so, turned to other employments. Now, in answer to this, I may state that eight

pupil-teachers, viz., two girls and six boys, have passed out of the two schools referred to in the letter, having completed their apprenticeship. Of the two girls, one went to a normal school, as Queen's scholar, gained a first-class certificate, and is now teaching a Government school in England. The other emigrated to Upper Canada with her family, and is now head female teacher in a large school in that colony, receiving a salary of 80*l.* per annum. Of the six boys, two went direct to a normal school as Queen's scholars, one of whom has gained a certificate, and is now master of a school in the north of Scotland, the other is still in training. Two more took employment as assistant teachers, and after three years, in accordance with the Privy Council regulations, claimed their Queen's scholarships. One of these has obtained a certificate, and is in charge of a school, the other is for the present laid aside by ill health. The remaining two obtained engagements as teachers in schools, and have continued so employed ever since. The whole number have turned out satisfactorily, and are likely to do credit to their training. Now, as, out of these eight, only three went direct to the normal school, according to the above-mentioned calculation, it would have been argued that the other five had been lost to the profession, whereas, in fact, they have all stuck faithfully by it.

Some people, on the other hand, seem afraid that there will soon be a glut of pupil-teachers, and that the number applying for Queen's scholarships will far exceed the demand for them as teachers afterwards. I cannot say I share in this fear, for the extension of education in this country and the colonies appears, as yet, fully to keep pace with the supply of teachers. If, however, there should be any symptoms of this excess it will furnish an additional reason in support of the suggestion I have offered as to abolishing pupil-teacherships in normal schools. It would seem the most obvious and the easiest method of checking the redundancy to take them away from schools which would gain rather than lose by the change (since the students would then be compelled to practise teaching), rather than impose any restriction on the employment of pupil-teachers in elementary schools, where they are in their true and legitimate place, and where their assistance is becoming more and more appreciated, and, indeed, has already become absolutely necessary if the teaching is to be kept up to the standard now deemed essential.

Pupil-teachers are a very interesting class of young people; and as regards the female portion in particular, it is in the power of ladies who take an interest in them to do a good deal for their improvement and benefit. Without interfering with or superseding the lessons of the schoolmistress, they may give them additional instruction at extra hours on subjects with which she is less likely to be conversant. This kind of intercourse will tend to impart a higher tone of principle and feeling, as well as a refinement of mind and propriety of manner which they might not otherwise attain, and which will tell with good effect on their subsequent career. I have witnessed more than one instance of

satisfactory results from the adoption of such a plan; and the gratitude felt and expressed by these young persons would alone have proved a sufficient reward for all the trouble that had been taken.

I ought also to mention, in their favour, the testimony lately borne by the superintendent of a boarding house connected with a normal school. She told me that those who have been pupil-teachers are far more agreeable inmates than the other students. They are more docile, and more ready to conform to the regulations of the establishment, because previously accustomed to rule and discipline.

In connexion with this subject may be taken that of Queen's scholarships. When given as the sequel and reward of meritorious pupil-teacherships, they form an important and appropriate addition to the system, carrying on to a successful close what had been auspiciously begun; but I have some doubts as to those which are called *open* scholarships, those, namely, for which young persons above eighteen who have not been pupil-teachers are allowed to compete. I think there is more danger of a waste of the public money in this case than in the former, for this reason, that while, in both alike, there is no obligation incurred that Queen's scholars shall eventually become teachers, those who, from their childhood, have gone through many years of preparation for this life are far more likely to continue in it than those who have only taken to it at the end of their education, having had no previous experience of its duties and trials. A pupil-teacher, like an apprentice to any mechanical trade, may be presumed to have his heart in the business to which he has been brought up, and to be better fitted for it than for any other, and therefore not more likely to turn aside to another employment than a young carpenter or blacksmith would be. Such cases do occur in all trades, but they are the exception, not the rule. There seems, therefore, no great risk of the public money being thrown away on them; but it is different as regards those young persons who have not gone through this apprenticeship, and who by merely passing the necessary examination satisfactorily, obtain an excellent gratuitous education for two years without rendering any service in return while receiving it, and without any pledge as to their subsequent proceedings. Young men might avail themselves of this means of completing their course of education, thereby to qualify themselves for becoming clerks in mercantile establishments, or filling other posts of a like description; and young women might do the same in order to take situations of governesses in private families, or simply for the purpose of attaining a higher degree of mental culture than they could otherwise command, without a view to remunerative employment of any kind. Some check against the possibility of these abuses seems to be required.

The superintendent of one of the training schools in London told me, lately, that he understood the regulation respecting open

Queen's scholarships to be only a temporary measure, intended to meet the great demand for teachers, which some time ago far exceeded the supply. He added, that at that training school they were already declining to admit Queen's scholars who had not been pupil-teachers. If his account is correct, the state of things which appears to me objectionable will soon come to an end.

One exception might, however, still most legitimately be made in favour of *honorary* pupil-teachers, by which I mean young persons who, without receiving the allowance from Government, have gone through the same course of training and performed the same work as those regularly apprenticed in accordance with the Privy Council rules. The Government allowance is, very properly, limited to a certain proportion to the number of children, viz., one pupil-teacher to 40 scholars, calculated on the average attendance, not the number on the roll. But it is sometimes found that a larger number of pupil-teachers than this proportion could be employed in a school with advantage both to the head teacher and the children. I have mentioned one such case in answer to Question 12 (h). It also happens, sometimes, that parents are willing to make an effort themselves to maintain their children while thus employed, in order to secure for them the advantages of education which the pupil-teachers enjoy without having to pay for it, and also the prospect of a favourable entrance on the profession of a teacher. In other cases, benevolent individuals, interested on behalf of promising children, may be found willing to contribute the funds necessary for their support in whole or in part. It would be a great encouragement to such efforts if it were a recognized arrangement that these honorary pupil-teachers, provided they go through the inspector's yearly examinations along with the Government pupil-teachers, and receive a certificate from the managers of the school to the effect that they have *bonâ fide* acted as such, shall, at the conclusion of their five years' training, be considered on a par with the regular apprentices, and entitled equally to compete for Queen's scholarships. There are some endowed schools to which these remarks are applicable. Such are the schools in Edinburgh connected with Heriot's Hospital. The liberal foundation by which they are supported renders it unnecessary that their young assistant teachers should receive the Government allowances; but I understand that, under the designation of *honorary*, they go through the pupil-teacher examinations. Possibly others may do the same elsewhere, and more might be willing to do so, if invited and encouraged by a special enactment in their favour.

There is another circumstance that must be taken into account when weighing the expenditure of public money on Queen's scholarships, and that is the probability that, in many cases, the career of female teachers will be cut short by marriage. It is not so with male teachers; this event, in their case, instead of making any change in their profession, will be more likely to settle them firmly in it. But though a female teacher may sometimes be

found who has pursued her occupation after marriage, and this happens, I believe, more frequently in England than in Scotland, the contrary must be the usual consequence to be looked for, owing to change of residence, the cares of a family, her husband's circumstances, or some other contingency attendant on the step she has taken. Two considerations appear naturally to suggest themselves—1st, that a greater supply, in proportion, of female teachers is required to meet the demand, since a shorter average of years must be calculated on as the duration of their service. 2dly, that a smaller return must be expected for value bestowed—I mean, of course, bestowed on Queen's scholars; that spent on pupil-teachers does receive a return in the work performed by them in elementary schools during their apprenticeship. But Queen's scholars make no such return. The teaching given by them in normal schools is not only very little in amount, but, such as it is, is given for their own benefit, not that of the school. In fact, the school itself exists for their benefit (in common with the other students), and to give them the opportunity of practising. Under these circumstances, I own it does appear to me that two years' maintenance as Queen's scholars (from 34*l.* to 40*l.*) is a large amount to risk. I am inclined to think that, in the case of female students, Queen's scholarships might, not improperly, be limited to one year. I think that pupil-teachers who have been well taught and trained ought to find this period sufficient for all useful purposes, and that if a longer time is wished for, it should be at their own expense. If this alteration were made, it would involve a corresponding alteration in the rule which prevents students of one year's standing, however well qualified, from taking as high a certificate as those of the second year.

17. (c) I consider a combination of stipends and fees to be the best arrangement for the payment of teachers. They are more likely to exert themselves if their remuneration depends, in some measure, on the number of their scholars, and they are more disposed to attend to the rules of the school, and the directions of their superiors, if they are paid, in part, by a stipend from them. In female schools under private management in this country, a very common arrangement is, that the mistress receives the fees and a salary of 10*l.* or 12*l.*, besides a free house and garden. The Government allowances, when the teacher is certificated, are additional. Perhaps in England, where the expenses of living are higher, and habits less frugal, this might not be deemed sufficient.

18. Fully to do justice to the concluding question would open a wider field than I can enter upon. While, in one sense, it is impossible to over-estimate the benefits of education, in another, it is quite possible not only to mistake the means for the end, but also, one kind of means for another, viz.: to attribute to purely external and maternal machinery that which belongs alone, or chiefly, to the inward vivifying power.

But without ascribing to man's unaided instrumentality that which requires a higher influence and a mightier arm, I think it may be admitted that, by education, the faculties of the mind are brought into a favourable condition to receive that influence, and that when it does act upon the soul, a superior class of beings, better fitted to wield their new-born energies for good, may be expected, than among those who have grown up little cared for and untaught.

(a) As to the intellectual effects of education on the lower classes, to judge fairly we must look for them among a population who, for two or three generations at least, have been in the enjoyment of its advantages. However well the children of one generation may be educated, if it is greatly in advance of the instruction their parents have received, there is so much of a disadvantageous nature in this difference to contend with, that they, in point of fact, labour under far greater difficulties than are at first sight apparent, and, consequently, cannot be expected to reap the full benefit which ought to result from this education. To illustrate my meaning, I may mention that an English friend of mine, on visiting a country school for young children in a part of Scotland where she happened to be staying, was surprised at the words made use of by the children in answering questions on the meaning of what they were reading. They were not fine words, but they were such as educated people are in the habit of using, or rather such as must be used by people who talk intelligently on subjects of general information. It was evident the children understood them, because they employed them of their own choice, and correctly, in giving explanations asked for at the moment, without previous notice or preparation. The visitor alluded to this afterwards, remarking that in the schools to which she had been accustomed, these words would have been so unfamiliar to the children that, instead of helping them to explain, they would have required themselves to be explained. The reply of the person to whom this observation was addressed was, that these children had been in the habit of hearing such words in the conversation of their parents and friends in their own homes, and therefore they were well acquainted with them, as also with the ideas they conveyed. It is evident that such children come to school far better able to profit by the instruction they receive there than those whose parents (though it may be without fault of their own) are altogether ignorant and illiterate. It is almost like the difference between being taught in our own familiar mother tongue, and having to master a foreign language contemporaneously with and in addition to the knowledge imparted in that language.

Where a population has been receiving education under the favourable circumstances to which I have adverted, I should expect to find a shrewd intelligent set of people, with their eyes open to all that is going on around, whether in the circle of their own pursuits and local interests, or throughout the country, or in

the world at large. They will take an interest in all passing events, and be able to form an independent judgment, and probably a very correct opinion respecting them. There will often be much of pithy raciness in their remarks, and of dry humour in their jokes. In proportion as their talk among themselves is intelligent and sensible, there will be an absence of what may properly be termed vulgarity, even when, in outward bearing and manner, there is a good deal of rough uncouthness. They will be prepared to take advantage of any opportunity of advancement in their respective employments that may fall in their way, and will certainly be far more likely than those brought up under darker influences, both to advance their own interests, and to make themselves useful to society by the knowledge which they always have in store ready to bring to bear on every matter in hand, as occasion offers. Of course all this implies the proviso "other things being equal." Men of genius like George Stephenson are exceptions to every rule; they will burst all barriers and soar above their fellows, however relatively circumstanced at the outset of their career.

I think that the rural population of Scotland, who have for generations enjoyed the advantages of such education as is given in their parochial schools, do answer very fairly to the description I have given. I could point out many instances more or less verifying it among the agricultural labourers in this neighbourhood, although I do not consider our people particularly good specimens, or at all an agreeable or attractive set as compared with some who may be found in other parts of the country. The mining portion of our neighbours are a more unsatisfactory class. In some parts of the country, as, for instance, the lead mines of Lanarkshire, the miners are a superior and well educated set of men; but here it is not so; they are more properly colliers, who are always I believe, the lowest description of miners; they are often unsettled and migratory in their habits and unsteady in their conduct. They take their houses not for any lengthened period, but with their work by the fortnight. Thus constantly on the move, or liable to be so, they have few inducements to multiply home comforts, are less likely to come under stated ministerial influence, and in past times have been little inclined to avail themselves of the means of education within their reach. Now indeed the children are receiving a good education; but as their fathers and mothers are so much below par in this respect, they are, for the reasons I have stated, less favourably circumstanced for profiting by it, and another generation must arise before the full benefit of this change can be expected to appear.

I am sorry to say that good manners have hitherto unfortunately not been counted as forming a necessary part of school training in this neighbourhood. There is consequently an awkward rudeness of deportment about our people of both classes, which does not tell in their favour, especially in the eyes of strangers. Those who know them well can better make allowances for what,

it is to be hoped, proceeds from ignorance, rather than intention. I fear that the new race of teachers issuing from the normal schools are not likely to turn out an improvement on their predecessors in this respect. They do not seem to have a notion that it is a part of their duty to train their pupils in the practice of the common courtesies of life. Some of the preceptors in the normal colleges are, I have been informed, themselves rather deficient in these qualifications, and therefore the less likely to instil them into their students. I speak of Scotland only; our southern neighbours I am well aware excel us in that gentle breeding and those amenities of manner which, at so cheap a cost, throw a light and grace about the rude realities of a workday world. It is a mistake to suppose that these are the peculiar privileges of rank and station; they befit the peasant as well as the peer, and ought to be as much at home in the cottage as in the hall.

In alluding to the parochial schools of Scotland, and the influence of the education there received on the character of our people, I have spoken of the intellectual effects only, and it is therefore unnecessary to enter at large on the union of religious and secular instruction, which has always formed a part of that system. I may just observe in passing, however, that I am persuaded even that kind of influence could not have been attained, as it has, without this union. The religious instruction given may often have been cold and formal, the lessons above the comprehension of the children at the time, and little attempt made to bring them down to their capacity, still their authority was recognized as paramount—they formed essentially a part and parcel of the moulding of the mind, and they fastened themselves in the memory, to come forth with power in after years, speaking in a voice that cannot be misunderstood, and asserting a claim that will not be gainsaid.

(b.) The effects of education on the moral character, and on social conduct, I leave to abler hands. I will only say that, believing fully, as I do, that to turn the heart of man is the province and prerogative of a Power that "bloweth where it listeth." I believe also that that Divine Spirit commonly works by means, and through human instrumentality, and that one of those means He has, by the inspired lips of the wisest of our race, declared to be—"Train up a child in the way he should go, and when he is old he will not depart from it."

I cannot better sum up my opinion of the effects and value of education than in the words of the same sacred writer, himself the best entitled of the sons of men to strike the balance on such a question; and though aware that the "wisdom" and "understanding" of which he speaks, are, in their full meaning, such as it belongs to no council of earthly monarch to deal with or dispense, I yet am convinced that, in each lower sense in which we can apply the terms to human lore, provided it be pure and genuine of its kind, the description will ever be found correct, and the results and reward alike inherent and abiding.

"Happy is the man that findeth wisdom, and the man that "getteth understanding."

"For the merchandise of it is better than the merchandise of "silver, and the gain thereof than fine gold."

"She is more precious than rubies, and all the things thou "canst desire are not to be compared unto her."

H.H.

June 9, 1859.

APPENDIX.

APPENDIX I.

On Industrial Training for Girls in Village Schools.

The following Letter, addressed to the Editor of one of the London papers, is reprinted, with some additions, for private circulation.

Industrial Training in Village Schools.

Sir,

A good deal of attention has of late been directed to the subject of Female Industrial Schools, and various articles have appeared in the public journals and elsewhere, advocating their extension, and giving details as to the working of some of those already organized. While containing many hints applicable to all circumstances, these plans seem to have been framed chiefly with reference to schools in towns, or where there is a committee or large body of subscribers interested in their support, and are, consequently, on a scale both as to primary fittings and permanent expenditure, beyond the reach of most patrons of quiet village schools.* It remains to be shown how the scheme can be modified so as to meet the circumstances of these schools and the means of those by whom they are maintained; and it is with this view that the following history of what has been effected in one such school has been drawn up. Its object will be attained, if anyone else is thereby encouraged to try a similar plan, in the same quiet and gradual manner, which has, in this case, proved so successful.

The school in question, it should be premised, is one receiving Government aid. We have a certificated mistress and two articled pupil-teachers. A third has been recently added as a volunteer, *i.e.*, doing the work and sharing the instruction of the others, but without receiving Government pay.

The first step taken was the introduction of washing and ironing. A kind of cellar under the school was fitted up as a wash-house, with a boiler, tubs, and an ironing-board. A cistern was added to receive the rain-water from the roof.†

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* See, for instance, an excellent letter to the editor of the "Times," by Rev. J. Armitstead, of Sandbach, Cheshire, now reprinted as a tract. When it is stated that his wash house is fitted up with twelve washing-boxes, three boilers, a tank, and a well; that his laundry (a separate apartment) is furnished with a drying closet heated by hot water pipes, a mangle, &c.; and that his kitchen fire is a gas stove fitted to cook a dinner for twenty people, it will be sufficiently apparent that his establishment is on a scale unattainable in the generality of country schools. He states the cost of meat, &c., for the culinary department during the year at 45*l.* 11*s.*, the Communton alms being judiciously expended in providing, through this instrumentality, for the wants of the sick and needy poor. Those who have similar means at command will find Mr. Armitstead's tract a valuable guide.

† A water barrel placed outside will answer the same purpose at less expense. Even this will not be needed where there is a running brook or other supply of soft water.

The two pupil-teachers then received a few lessons from the laundrymaid in a private family, and were thus qualified to superintend and teach the other girls. Four hours every alternate week were allotted to this work, viz., two on the Tuesday afternoon to washing, and two on the Thursday to ironing, the clothes being on the intermediate day, in summer, bleached and dried in a small drying ground attached to the premises, and in winter hung to dry on a screen before the stove which heats the school, that being in the wash-house. The work done in the school was the material first available for practising upon—it was now always washed and ironed before it was sent home. The round towels and dusters used in the school, and the mistress' table-cloths, were also put in requisition.

When this plan had been tried for about three years, and had been found to answer well, and to be popular with both parents and children, it was resolved to extend it further. It so happened that a former mistress, now married and living under the same roof as the school, was well fitted for the charge of this department, and able practically to teach all the different parts of household work. She was therefore constituted Industrial Teacher; and a cow-house, and small closet to serve as a dairy, were added to the premises.

The system which is now in operation is as follows:—There is no compulsion exercised, and no additional charge made; but all the girls in the two upper classes have the offer of going through a course of industrial training, the only condition insisted on being, that if they learn any portion, they must learn the whole. The consequence of its being thus left to their own option is, that they all do choose to learn, and that if there is ever any demur about scrubbing the school-room floor (the only job which is at all unpopular), their free choice can be brought to remembrance. The volunteers for industrial work are taken into training in rotation, six at a time. Of these, two are employed in the laundry and house work; two in cooking and baking; and two in the dairy. The school meets for general purposes at ten o'clock; but these six come at eight o'clock in summer and nine in winter. The two housemaids then clean out and put in order one room in the house, sitting-room and bedroom alternately; the two cooks do what is required to prepare for the teacher's dinner; and the two dairymaids milk the cow, clean the dairy utensils, and also feed the chickens belonging to the teacher. Butter is churned once a week, *i.e.*, on Wednesday morning, and curd is made three times a week in summer, the cheese being put in the mould when enough is collected. Two afternoons in the week, Tuesday and Thursday, are appropriated to washing and ironing as formerly, only that it is now every week; and that, in addition to the work done in school, the girls are able to wash and get up the teacher's clothes and her husband's shirts. On Wednesday afternoon bread is made, or rather the sponge is set, the bread being baked in the oven the following morning. All the culinary operations take place in the teacher's kitchen, where the oven is. The girls are, however, taught also to bake bread in an earthenware pan, turned over on the hearth, a method which will be always practicable in their cottage homes. They make the yeast for their bread, and learn to brew small beer and spruce beer.* The difficulty of finding materials to work upon, which often prevents this branch of household work from being introduced into school training is thus obviated, by the girls assisting the teacher to prepare her own and her husband's food. They are also employed in making gruel, arrowroot, and other messes for the sick, when there are poor invalids requiring such assistance. Soup for the same purpose is also occasionally made by them. An account book, detailing what is thus given out, is kept by one of the pupil-teachers. One of these, in turn, is always in attendance in the kitchen or laundry, on industrial afternoons, to assist the teacher in superintending what is going on. The girls take it in turn to sweep out the school daily, and the whole six are employed together, in giving it a thorough cleaning and scouring at the end of the week.

Another newly introduced practice may be mentioned, as connected with the

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* Although this part of the scheme has only been in operation about a year, its results are already becoming apparent in the neighbourhood. Baking household bread has been introduced into several cottages. Two or three mothers of families have requested, as a favour, private instruction in this art from the industrial teacher; and many applications have been made for directions how to make spruce beer from the young branches of the spruce fir.

same object, viz., that of introducing habits of domestic neatness and order. The children who come from a distance bring their dinner, and were formerly in the habit of swallowing it, anyhow, in the playground. A long deal table has been placed in the wash-house, which is covered with a white cloth, and supplied with basons, plates, knives, forks, and spoons. At this the children are placed in order, their own food being tidily arranged in the basons or plates. There are generally two parties, the younger set dining first. One of the pupil-teachers presides at each dinner; and grace is regularly said or sung. The girls of the elder party take it in turn to set the table in order, and wash up the plates, clean the knives, &c. A small sink, for washing plates, has been added to the furnishings of the apartment, together with a plate-rack, and shelves for the basons and other utensils.*

Such is a brief outline of the plan, which has been found to work well, and to approve itself to both parents and children. The dairy is regarded with especial favour, and there are always more candidates for admission into this department than can be received, in accordance with the system of rotation that has been adopted. Two girls go off duty every month, and two fresh ones are admitted to the house and laundry, the other four passing from laundry to kitchen, and from kitchen to dairy. Each girl is thus three months under instruction, one month in each department, and twenty-four girls should, on this calculation, go through the whole course completely during the year. Owing to changes and unavoidable absences, however, a large number do, in fact, go through the training more or less thoroughly during this period. When the whole list of industrial volunteers have had their turn, those at the top begin again.

Owing to our having so suitable a person close at hand, the industrial department was placed under a separate teacher, and no doubt one well qualified for giving such instruction might often be found in a country village; an old servant, for instance, who has settled down in a home of her own. There would be no difficulty, however, in placing the whole under the direction of the schoolmistress, provided that one of the pupil-teachers were old enough to take her place in the school-room occasionally, and at other times to superintend, alone, the domestic occupations; and provided also, that the mistress were herself an adept in practical household work, and *had the success of the scheme thoroughly at heart.* Here, probably, the chief obstacle is to be apprehended. Much as there is to commend in the institutions for training teachers, and greatly as the country is indebted to them for having raised the standard of education, and for furnishing a constant supply of qualified agents, it is impossible to ignore the fact that, owing to the propensity in human nature to run into extremes, there is now a danger of their over-shooting the mark. The spirit gaining ground in some of these institutions, at least, is too likely to make these young women forget the station to which they belong themselves, and in which their scholars are to be brought up. They are very apt to despise or under-value all homely occupations, and when the time allotted to their intellectual studies is over, to devote their whole leisure to useless accomplishments, such as pianoforte playing, French, and fancy-work. Even plain needlework is not attended to as it ought to be. These remarks may appear inconsistent, seeing that the individual whose services have been found so efficient in the school above described is a retired mistress; but she had the advantage of a very good and thorough training in household work at home, and when she went through her course of school training, the tendency alluded to was not so strongly developed as it now is. If industrial schools should become more general, and the ability to conduct them be made an essential in engaging a schoolmistress, this tendency may, perhaps, be counteracted.†

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* A small round tub will do in place of a sink. The plan detailed above was suggested by an interesting letter on Girls' Schools, by Mrs. Austin, which appeared first in the "Athenæum," and is now published as a pamphlet by Chapman and Hall. Its merits will be appreciated by those who have witnessed the awkwardness of young girls on first entering a gentleman's house. They have often to be taught how to hold and use a knife and fork, and to sit properly at table.

† Much might be added on this head, were this the proper place. One remark may be permitted. The grants so liberally made by the Privy Council Committee to the various normal schools are given expressly to raise up a set of teachers for the lower classes, and thus to facilitate the multiplication of schools for those classes

And now as to the financial part of the question. There will be:

1st. The fitting up of the premises and purchase of utensils.

2dly. The annual expense of carrying out the scheme.

The last head may be taken first, and it will not be found very alarming. The trifling cost of keeping up the stock of necessary utensils need hardly enter into account, since the most perishable articles, brooms, brushes, &c., must be provided, in some way, for every school. The remuneration of the industrial teacher consists, in our case, of the capitation money allowed by Government for industrial scholars (5*s.* per head, per annum, for all under training,) and of half the milk of the cow, the value of which, to her, may be reckoned at about 7*l.* per annum. The other half is reserved by agreement; 1st, for rearing the calf until weaned; 2ndly, for the use of the industrial department (*i.e.* for the children to practise upon, for the invalid cookery, and some is occasionally given to the children themselves). The keep of a cow may be reckoned, on an average, at 10*l.* per annum; but from this must be deducted the value of the calf when weaned, and of the manure (*i.e.*, about 3*l.* 10*s.*,) leaving 6*l.* 10*s.* as the cost of this part of the scheme.* Where there is a common on which the cow can graze in summer, it will of course, be less. The dairy part of the establishment seems to be so highly appreciated, that, wherever practicable, it will be well worth a trial. In many cases, however, it will be impossible to attempt it; and then, the time and trouble being less, the capitation money, alone, will be sufficient remuneration for the teacher. When the schoolmistress superintends the industrial department, it may be made part of her regular duty when she is engaged, upon the usual terms as to salary. Only half the amount of capitation money (viz. 2*s.* 6*d.* per head) is allowed by Government when there is not a separate teacher; but in both cases the disposal of it is left to the managers; so that, if not required for the teacher's salary, it may be appropriated to the current expenses of the school.

The cost of setting the scheme afloat is a heavier matter; but then it is an outlay incurred once for all. An estimate of the various fittings is subjoined, from which it may be seen that 10*l.* ought to cover all that is absolutely necessary for the laundry work, house work, and dinner-table. Cooking utensils are not required, as the girls work in the teacher's kitchen, and use hers. About 3*l.* will provide the dairy utensils, to which must be added the value of the cow, varying from 10*l.* to 16*l.* A cistern or water barrel, if required, will be an extra charge. No estimate is given of building expenses,

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throughout the country. This is also the object of those whose contributions are collected by the committees which manage these institutions. The young women who receive a training there are consequently educated, for one or two years, specially for this object, at the public expense. Even when they pay for their board this is the case as respects the teaching. Much more so when they obtain Queen's scholarships, and are maintained, as well as taught, free of all cost to themselves. Now that Queen's scholarships are thrown open to others beside pupil-teachers, some vigilance on the part of the authorities will be needful, to insure that none obtain this great boon, but those who do mean to be *bonâ fide* schoolmistresses. It would clearly be an abuse of the public generosity, and a fraud upon the public purse, were persons to avail themselves of this means of obtaining a sound English education, expend their own money, thus saved, in private lessons in French, the piano, &c., and then make a country school secondary to obtaining pupils in these so-called accomplishments; or, instead of becoming schoolmistresses at all, seek situations as nursery governesses.

In one well-known training institution, there has always been a separate department, professedly for nursery governesses, from whom a higher rate of payment is demanded. To such an arrangement these strictures, of course, do not apply.

* The value of the milk used in the invalid cookery might also be deducted, since this, strictly speaking, comes under a different head of charitable expenditure; but as this forms, in more ways than one, a very desirable element in the training of the children, it is best to leave it as it is. Small supplies of rice, arrowroot, oatmeal, &c., for the same purpose, must from time to time be placed in charge of the teacher, and about sixpence worth of meat once a week, with spare vegetables from the garden, will make several portions of good soup. The young cooks on the day it is made, should have some for their dinner as an encouragement. An extension of the plan would be to provide a dinner at cost price, for those children who come from a distance, and whose parents are willing to avail themselves of this opportunity of obtaining good and wholesome food for them. No doubt many would gladly do so.

as they will depend so much on the present state of the premises, and the kind of structure erected. A room, with brick floor, about 12 feet square, will answer all the purposes of wash-house, laundry, and dining room; and if dairy-work is introduced, there must be a shed for the cow, and a place for keeping the milk. In our case a lumber-room or cellar, under the school, was turned into wash-house, &c., and the dairy was formed by closing in one end of a verandah on the gable of the school-house, so as to form a closet 5 feet square. The open part of the verandah is a suitable place for performing many of the dairy operations. The more simply and inexpensively everything is done the better, as the girls will thus best be trained to make available the resources of their own homes, or of the small households in which they will probably first be employed as servants; and it may be well to proceed gradually, as we have done, for then, as experience grows, facilities will increase, and improvements suggest themselves.

I am, &c.
X. Y. Z.

ESTIMATE OF NECESSARY ITEMS.

	£	s.	d.
Boiler, with fittings, flue, and building in	2	10	0
Two washing-tubs and stools	1	0	0
Small ditto for dishes	0	4	6
Dining table, 9 feet by 2½, and benches	1	8	0
Small ditto at tubs	0	2	6
Shelves and plate-rack	0	14	0
Four smoothing-irons, clothes-horse, and basket	0	10	0
Italian-iron and board for ironing shirts	0	3	0
Two scrubbing-pails	0	5	0
Brooms, brushes, dust-pan, flannel, &c.	0	10	0
One tin water-jug or can, and six mugs	0	2	6
Two dozen plates and basins	0	7	0
One and a half dozen knives and forks, two dozen horn spoons	0	13	6
Two table cloths (coarse diaper), two round towels, six dusters (for both of these, old pack-sheets will do), ironing-blanket (old), &c.	1	0	0
	£9	10	0

DAIRY UTENSILS.

	£	s.	d.
Two tin milk-pails and six pans (brown earthenware)	0	8	6
Small tub, butter-spoon, beater, and skimmer	0	6	6
Box-churn	1	0	0
Cheese-press and mould	1	5	0
	£3	0	0

EXTRA ITEMS.

Cistern to hold 220 gallons, lined with zinc and pipe, about	4	0	0
Water-barrel and fittings (an oil or turpentine cask from a drysalter holding 190 gallons)	1	10	0
Two fixed tubs, with lid to serve as ironing-board, and waste pipe	1	8	0
Small sink and waste pipe	0	15	0

LIST OF BOOKS FORMING PART OF THE SCHOOL LIBRARY, AND MADE USE OF IN INDUSTRIAL DEPARTMENT.

Tegetmeier's Manual of Domestic Economy.—Home and Colonial School Society.
Instructions on Household Matters. By a Lady.—Parker.
Lessons on Housewifery. By John Childs.—Groombridge.
Cottage Cookery.—Wertheim.
Plain Cookery.—Christian Knowledge Society.

Soyer's Cookery for the People.—Routledge.
Young Cook's Assistant.—Johnstone & Hunter.
Young Servant.—Religious Tract Society.
Working-Man's Wife.—Religious Tract Society.
A Word to Parents. By Esther Copley. Groombridge.
Manual of School Gardening.—National Society.
Sunbeams in the Cottage. By Miss Brewster.—Constable.
Hosuehold Economy. By do. do.

April 1859.—The plan suggested at page 244 (foot-note) was brought into operation some months ago, and arrangements made for providing a warm dinner for those children who come from a distance, and who choose to avail themselves of the opportunity. There was no difficulty in introducing the plan, as it was found to be the custom among them, instead of bringing actual food for their dinners, to receive a penny from their parents, which they expended in dry bread or biscuit at the village shop. It was arranged that they should pay a halfpenny each for a warm dinner, consisting generally of broth or soup, but sometimes of pudding of different kinds, rice and apples, &c. A list is added of the various dishes they have thus learned to make and eat. For another halfpenny they are supplied, if they like, with a piece of home-baked bread. One of the pupil-teachers acts as treasurer and storekeeper, entering in an account book, regularly, all the money received and paid. The children, on arriving at school in the morning, give in their names if they wish for dinner that day, and pay their money, no credit being allowed. The proper quantity is then prepared.

The plan has been found to work well, and to be very popular among the children. From 20 to 30 names have been generally on the roll for dinner. The funds received have proved amply sufficient for the purpose, indeed there has been a small surplus, sufficient to admit of an extra good dinner at Christmas, and on the occasion of the Government Inspector's visit. The dinner is cooked by the girls who are passing through the kitchen department of the industrial school. As more time is thus taken up in this department than formerly, the girls are more frequently changed, and a larger number have thus the opportunity of going through the training. Vegetables have been supplied from the garden free of charge, but not potatoes and apples, which are paid for. Milk is given free of charge, in consequence of the dairy forming part of the industrial establishment. In many country places these or similar helps can easily be given. Without them, it will probably be found necessary to charge a little more to make the scheme self-supporting. It will be well to make a change of diet at different seasons, giving more of soup in winter, and of preparations of milk in summer, and an occasional interruption for a few weeks may make the privilege all the more prized.

One good result of the plan must not be omitted, viz., the opportunity it affords for the exercise of kindly feelings. The

children often share their broth with companions who are unable to pay for it. They have occasionally bestowed some on a poor beggar at the gate. They feel that it is their own to give, and it is a pleasure to them to have and use this privilege.

LIST OF DISHES COOKED FOR THE SCHOOL DINNERS, ONE AT A TIME.

SOUPS.—Ox-tail—sheep's head and trotters—meat, various—fish—potatoes—peas—hodge-podge—barley broth.

Stewed beef—beef and greens—beef steak pie—Scotch haggis.

DUMPLINGS. — Plain suet — apple and vegetable marrow—currants and raisins—plain rice—rice and milk—stewed apples and bread crumbs.

VEGETABLES used in the soups.—Cabbage—greens—cottagers' kale—Brussels sprouts—turnip sprouts—parsley—celery—leeks—onions—kohl-rabbi—turnips—carrots—parsnips—potatoes.

Some of these vegetables were quite new to the children.

APPENDIX II.

THE PRIVY COUNCIL GRANTS.

To the Editor of the Daily Express.

SIR,

IN the present crisis of political affairs, when we are likely soon again to have brought into the arena of parliamentary debate another education bill, I beg, through your columns, to bring before your readers a few statements regarding the system of Privy Council grants. It may not be known to many, and I believe the most may have overlooked or but very little thought of the vast sums so lavishly wasted and inefficiently applied in carrying on that universally reprobated project of salarying pupil-teachers. Will it be believed that 40,000*l.* are expended yearly upon the pupil-teachers? Yet such is the case. In a parish of from 1,000 to 1,200 of a population, which we can point to, there have been regularly two pupil-teachers in a school for the last ten years, educated at the average rate of 39*l.* a year, including 9*l.* to the teacher of the school. Now, I have no hesitation in affirming that for this yearly sum forty children in that parish might have been instructed every year in all the branches which have been taught to these pupil-teachers, the branches being only the common English branches, with one or two trifling exceptions, chiefly at the end of the apprenticeship; and these, be it observed, too, gone into only to a very limited extent, without Latin, Greek, or French, or any modern language. Now this is only an example of hundreds similar. What renders the system still more objectionable further is, that it is found in a great number of cases that these pupil-teachers are the sons and daughters of parents who are in circumstances to give them the same or a better education than that required by the Government. Even Sir J. K. Shuttleworth, the author of the system, lately declared that it was not intended for Scotland, and that it was quite unnecessary and improper there. With such testimony, and the evidences of its intolerable absurdity, it is matter of wonder that such a state of things should have been allowed to exist so long; and surely, it is high time that the modes of bestowing these grants was thoroughly, and in all its enormity, fully exposed, and that a system involving such a shameful waste of public money, introduced through the hole-and-corner innovation of the Privy Council, was for ever abolished.

I am, &c.

March 9, 1859. SCRUTATOR.

Privy Council Grants.

To the Editor of the Daily Express.

Sir,

Will you have the kindness to give insertion in your columns to a few remarks in reply to "Scrutator's" communication on the system of Privy Council grants, which appeared in your paper of the 11th instant? He speaks of the "universally reprobated project of salarying pupil-teachers." Of course he would not use such strong language without strong ground to go upon, therefore I conclude this reprobation is universal in the circle of his acquaintance. I can only say that I have never come across any such feeling; on the contrary, all with whom I am acquainted, who have any practical knowledge of the working of that system, consider it as one of the greatest boons ever bestowed, one of the happiest expedients ever devised, to stimulate the progress of education throughout the country. I have in my eye now two schools in particular—one of boys, the other of girls. I remember what they were before the pupil-teacher system was introduced, and I know what they are now, and can truly say that the transformation is marvellous. Were the grant withdrawn, I am well assured that they would speedily sink back into their former inferior position. Like your correspondent, I may say, "these are only examples of "hundreds similar." From the way in which his letter is worded, those who are not acquainted with the details of the system might imagine that the money is given simply to provide education for those pupil-teachers. It is not so. The object of the grant is twofold—1st, to pay them for their services now as assistant teachers; 2d, to train them to become efficient head-teachers hereafter.

First, take a case such as that of the school which "Scrutator" refers to, where there are "two pupil-teachers educated at the average rate of 39*l.* "a year, including 9*l.* to the teacher of the school." By the Privy Council regulations, in order to obtain an allowance for two pupil-teachers, there must be an average daily attendance throughout the year of eighty children—that is to say, that as the attendance at some periods of the year will probably fall to sixty or lower, it must at other times rise to 100 or higher. This is a specimen, at least, of the variation; it will differ considerably according to the circumstances of the locality, but the register must show an average of eighty before the grant can be obtained. Now, I think that all who know anything about the matter will agree, that, consisting as the school probably does of at least six or eight classes, comprising children of all ages, and at all stages of progress, this is a number which no teacher, single-handed, could manage properly—assistance of some kind he must have, and this assistance the pupil-teachers supply. During the whole of the regular school hours they are engaged in this way, their own studies being carried on at extra hours, for which extra time and instruction the teacher is remunerated by the allowance of 9*l.* referred to above. Your correspondent says, "For this "yearly sum (39*l.*) forty children might have been instructed every year." I agree with him, they *might*—and I further add, they *are*. Deduct forty from the number I have stated as attending that school, and you have a number which a single teacher might, unaided, do justice to. The additional forty he is able to overtake by the help of his two assistants, the pupil-teachers. I may add that the whole of the children receive a superior education in consequence of this arrangement; because the help of these assistants, and the addition to his salary which he receives for instructing them, are inducements which secure the services of a teacher of higher calibre than could otherwise be obtained. Such, at least, is the case in all the schools which have come under my observation. I think, therefore, that the money would be well spent if nothing more were gained than the services of the pupil-teachers during the period of their apprenticeship.

But there is, secondly, a further end in view, and that is, to prepare them or the charge of schools hereafter. I do not know whether any record is kept of the number of pupil-teachers who pursue the profession, as compared with those who leave it for other employment at the end of their apprenticeship, My belief is that the latter class bear a very small proportion to the former. I have never myself met with a single instance. All whom I have known have, at the expiration of their five years' service, either gone to a normal school in

order to perfect their training, or at once entered on the active duties of their calling. In the former case they have, on the completion of this further course of preparation, become very first-rate teachers. In the latter, though their attainments are less advanced, they have proved very valuable and efficient, especially well adapted for the charge of what are termed side schools, or of those under private patronage, where the numbers are small. They are undoubtedly a far superior class of teachers to those who were formerly available for such purposes. It stands to reason that young persons who are trained and practised for five years in teaching must be better fitted for their business than those who, however well educated themselves, enter on the charge of a school without any experience in the art of imparting knowledge to others. I have known more than one instance of a school having suffered materially for two or three years, while the teacher who had come with the highest recommendations as a student, was finding out how to give out the stores of knowledge that had been taken in, as well as how to deal with character and manage human beings—practising and experimentalising upon the scholars; in fact, going through that apprenticeship alone which the pupil-teachers go through under the eye, and subject to the control of an experienced superior.

40,000*l.* may sound a large sum, as compared with the expenditure of an individual; it is a mere drop in that of a nation. And when we consider that this sum pays for the services of 2,000 assistant teachers throughout the land, and is training 2,000 efficient head-teachers in prospect, I think it may be admitted that there are few items in the yearly budget that will show a better return for value received. Let the system have fair play. It has hardly had time yet to unfold its results, for it is only within a recent period, comparatively, that the trained pupil-teachers have entered on their work throughout the country, and the schools under their charge are only just beginning to give evidence of what may be expected from masters and mistresses thus educated for their office.

There is yet another object attained by the grant of pupil-teacherships to a school which must not pass unnoticed. Like scholarships or bursaries in schools of higher grade, they are most valuable boons held out as rewards to industry and merit. Aptitude and inclination for the scholastic profession being required as essential qualifications, let these appointments be allotted as the highest prizes to the most deserving scholars, and they will act as a powerful incentive to diligence and good conduct. All human systems are, indeed, liable to abuse, and if there are instances as "Scrutator" asserts, of parents availing themselves of this mode of obtaining education for their children who are in circumstances to do better for them, it is an abuse against which managers of schools and inspectors ought to guard. But I think these instances must be very rare; for as all who receive the emoluments must do the work of pupil-teachers, and are bound by regular articles of indenture till the age of eighteen at earliest, parents who have higher views for their children are not more likely to consent to their becoming pupil-teachers than fathers in the upper classes are to send their sons to Cambridge as sizars, if they can afford to let them go as fellow-commoners.

I am, &c.
X. Y. Z.

I have taken Scrutator's figures as they stand. They apply to Scotland only, and I believe them to be pretty near the mark, since, from the Minutes of Council, it appears, that at the close of 1857, the number of pupil-teachers in Scotland was 1,853.

Mrs. Harries, Manager of the Fishguard National Schools.

1. I have had nine years' experience as the sole manager of national schools, containing more than 200 children. Fishguard is situated on the sea-coast, to the north of Pembrokeshire, and its population is chiefly employed in maritime affairs; seafaring men and fishermen. They speak the Welsh language colloquially; but English has become more prevalent since the introduction of education.

I.

2. When a part of the support of a family can be derived from the earnings of any member of it, it seems just and right that such should be the case; and in many instances boys go to sea or assist in the fishing during the summer months, returning to school while they are out of employment during the winter.

3. In the state of popular education in this locality, any matter of taste in education would be completely thrown away; sound elementary instruction in speaking, reading, and writing English correctly, together with a good knowledge of arithmetic, so as to give power and ability to acquire further information in after-life, are the really useful parts of education; and music and drawing for boys, or crochet and embroidery for girls, are only so much time and labour wasted.

II.

6. I think the education offered to the children of both sexes by our national schools quite equal to any need for education in their after lives; that is, qualifies them to make use of such opportunities of improvement as may fall in their way. The deficiency does not exist on the side of the givers of education, but on the receivers of it.

III.

7. I can only refer the causes of deficiency of education to one head, marked c., "Want of interest on the part of parents in their "children's education." No trouble or expense has been spared to make our schools as good as possible; the staff of teachers and apparatus might serve for double the number who attend, and who are only idling in the streets; but the indolence and indifference of the mothers are unconquerable. The fathers are at sea or at their day's work; but nothing will induce the mothers to make the slightest exertion to send their children regularly to school. I have wasted a great amount of time and labour upon the vain endeavour. I do not deny that there are exceptional cases; there are some children who love learning; but as a general rule, the grand drawback to the education of the rising generation is the listlessness, the indifference, or the indolence of the parents.

VI.

12. (a.) It seems to me that the present system of Government aid and inspection works very well. In our case the different religious bodies of the community accept our secular and religious education on the week-days, but gathering the children of their

respective members under their own instruction on Sundays for teaching their peculiar doctrines.

(e.) The existing Government system stimulates voluntary liberality, inasmuch as we should have no subscriptions, and, consequently no school without it, having no endowment, and very little kind feeling towards the poor among our population. As far as my limited experience goes, I hear of no conscientious objection to the Government scheme.

I do most earnestly wish the maintenance of the existing system of Government aid and inspection, which seems to me, as far as human institutions can go, to offer the benefit of a sound useful education to all who will accept it. Any rate for school purposes would lead to disputes as to the mode of distribution, while now the whole affair turns on the progress of the school, and lies between the inspector and the Committee of Council, who understand the subject better than a parcel of ignorant ratepayers.

13. I would, if such a thing were possible in our free country, make school attendance compulsory, although I cannot point out the means of compulsion, unless by a legislative enactment similar to that for vaccination. Under the present system plans can be adapted to circumstances with more ease than if all schools were under State control; for the kind of education which suffices and is most useful to our maritime and bi-lingual population would be insufficient for cities and manufacturing towns, where a higher grade of education is requisite. In the district in which I reside preference is given to ignorant and inefficient masters, from a feeling that it is more respectable to go to a private school, as the wife of the master of a little coasting vessel said to me, "We do "not like *our* children to associate so much with the *poor*."

VII.

15. From my experience I should say the working of the pupil-teacher system is good, and I should be sorry to see much change in it.

16. The trained teachers whom I have known were dissatisfied because they were not familiarly admitted into the higher grades of society in their respective localities, and for which they thought their education qualified them.

VIII.

From long experience in Wales and in Wiltshire I should say education has wrought a wonderful change in the feelings of the people; there is far more order and quiet obedience to laws and rules than there was forty years ago, when radical speeches and chartist meetings found approval everywhere. That the manual exercise in national schools is productive of prompt obedience I have no doubt; and this feeling is carried into after-life, as a habit insensibly acquired in childhood continues part and parcel of the individual.

L. M. Harries,
Manager of the
Fishguard National Schools.

Castle Hill, Fishguard,
July 19, 1859.

Rev. Geo. Hans Hamilton, M.A., Rural Dean and Vicar of Berwick-upon-Tweed.

PRELIMINARY.

1. I was for two years curate of the populous parish of Sunderland, and for six years chaplain to the Durham county prisons (during which time I was brought into close and personal contact with 12,000 prisoners). There were three week-day schools and two Sunday schools in these prisons. I have been vicar of Berwick for upwards of five years, and have acted during that time as chairman of the Berwick-upon-Tweed Charity Schools, and for three years I have been "Correspondent" with the Committee of Council on Education. We have built a school for 200 girls at a cost of 1,700*l.*, and enlarged our boys' school. We have now upwards of 400 children upon our books. I conduct a Sunday school in addition to the above, at which about 200 children attend. I have been twice elected by the guardians chairman of the school committee for Berwick union, and am now acting as such. I am also chaplain to the Borough gaol, Berwick, a member of the committee of management of the North-Eastern Reformatory, a justice of the peace for the county of Northumberland, and Rural Dean for the Deanery of Norham East.

"*Localities?*"—The counties of Durham and Northumberland, and the borough of Berwick-upon-Tweed.

"*Descriptions of Persons?*"—All the poorer classes, paupers, and criminals. (See Evidence given before Select Committe of the House of Commons on Criminal and Destitute Children, 1853. Blue Book No. 674, page 127.)

I.—STANDARD OF EDUCATION.

2. "*Age to continue at School?*"—Fourteen years, if school of right description, combining with moral training an industrial element. Where children are really attached to their teachers and school, parents will make any sacrifice to enable them to remain under instruction until 14 years old.

3. "*Amount of Education?*"—Sufficient for purposes of their domestic happiness and social well-being. It should consist of reading, so as to be able to read a book and understand it for themselves, writing, spelling, geography (simple outlines of), grammar, and arithmetic. The advance made in these subjects will of course vary with the capacity of the child. Church music may be taught with good moral effect.

4. "*Methods of prolonging the period of instruction?*"

(a.) "Sunday schools" are of the highest importance asd of best means of reviving the moral impressions of school, an nd keeping young persons who have lately left school from evil a idle companions.

(b.) I have no experience of the half-time system.

(c.) Industrial and domestic training ought to be undertaken while boys and girls are attending day schools. In connexion with our charity school for boys we have "a marine class," in which 40 boys are taught to be sailors by a retired man-of-war's man. They learn how to splice ropes, make fenders, mats, &c. in their

marine class-room, and a six-oared boat is kept for them on the Tweed, in which they learn to row. They are also taught to swim, and prizes have been given to the best swimmers.

(d.) Evening schools are very useful, both for making up the deficiencies of former education, and for giving to more advanced classes further instruction in arithmetic, drawing, mathematics, and knowledge of nautical affairs.

(e.) Lectures and mechanics' institutes must be independent of schools, and self-sustaining.

(f.) Free and lending libraries are not so much valued as they ought to be by the lower classes. I suspect this arises from the general deficiency in schools in the art of *teaching reading*. Many who have been at school for years forget how to read within two years after they leave school; and this I attribute to their never having been taught to read so as to be able to interest themselves in an amusing book, and they forget the art of reading for want of practice. It is of the greatest importance that attention be given to the art of teaching to read. Classes might be formed in the winter evenings in our school-rooms, where 10 or 20 young persons might assemble, and in the presence of a teacher read aloud to each other in turn such a book as "Uncle Tom's Cabin," or the "Pilgrim's Progress." The others might be drawing, or if girls, working with the needle, &c.

(g.) Prize schemes, &c. are very useful for the encouragement of large bodies of pupil-teachers to compete, or for the first classes of several schools to try each other's powers. H.M. Instructors might be allowed to distribute a limited number of prizes annually in their districts, with good effect.

(h.) The competitive examinations for minor State appointments have already given an impetus to education, but this cannot be carried so far as to be felt in every school, for the appointments are so few that we must not tempt a multitude of young persons to turn their whole attention to a source from whence disappointment must come to the greater number of expectants. Let *an educational franchise* be established, and the number of rewards will not be limited, and these rewards would cost the country little or nothing, and at the same time would be most highly prized by all classes. (The details of a national system for giving an educational franchise can be supplied.)

I may add, that I have observed evils to arise from young men directing their whole attention to fit themselves for some minor State appointments, and not succeeding, they are too late to enter other business; and discouraged, they become idle and worthless.

5. Education ought to be supplied *at a cheap rate* to the industrial classes; and *free* to all pauper children.

II.—Actual State of Education.

The standard of sound elementary education is not what it ought to be, especially in country districts. But I think the progress of improvement is as rapid as the demand.

The greatest deficiency in our present system arises from its being too "*mechanical*." The interchange of *mind* between the teacher and the taught, is not acquired, and the power of forming the moral character is weak, because the influence from attach-

ment, and the mutual interest from affection are deficient. Thus I observe that many boys, who have been at our schools for years, when they have left, and are working for themselves, *avoid*, rather than centre round, their teachers and their schools.

III.—Causes of Deficiency.

(a.) There are many places where school accommodation is still very deficient.

(b.) Teachers require a higher moral religious tone, and greater humility.

(c.) Parents are becoming more and more alive to the importance of education, and are the best judges of their children's progress. The greatest hindrance we experience is in the irregular attendance, occasioned by the domestic necessities of large families. This is especially applicable to the older girls.

(d.) My experience tends to show that parents will generally make very great personal sacrifices to keep their children at school, provided the children themselves are really interested in their work and have an attachment to the school and teachers, arising from a moral sense of duty, and a personal desire to improve.

(e.) Bad management, &c. will rectify itself, as the present system of the Committee of Council becomes developed.

(f.) Want of clothing, and the wretched state of dirt in which many of the poor live, form a great hindrance to the advancement of education and moral habits. This may be counteracted, in some small degree, by establishing, in connexion with each school, a "penny clothing bank." We have collected from the girls of one school last year 66*l.* 7*s.* 6*d.* by this means, and added, as interest, 4*l.* 1*s.* 4*d.*; which sums were expended in the purchase of serviceable clothing for the girls, under the direction of their parents and the ladies' committee. (I enclose rules and card. I may add, that the boys and girls attending our charity schools have deposited upwards of 120*l.* in the "Penny Clothing Bank" this year.—Dec. 1859.)

IV.

The system of Government aid and inspection works well, as a whole, and has certainly raised the standard of education throughout the whole country. The requirements of the Committee of Council, however, are too unbending to suit both town and country. I lately, for example, was consulted by a neighbouring clergyman, how best to obtain a schoolmaster's house for a small village, and recommended him to apply to the Committee of Council. This he did, but found that if he adopted their plans and size of house it would cost three times as much as was necessary, and that the schoolmaster's house would be better than the parsonage.

9. (a.) *Pauper Schools?*—I had the honour, in 1853, to recommend to the Select Committee of the House of Commons "on Criminal and Destitute Children," that all pauper children should be educated at the expense of the ratepayers, and by order of each board of guardians. Since then the 18 & 19 Vict. c. 34, has given a *permissive* power to boards of guardians to pay the school wages (*i.e.* school pence) of outdoor pauper children. This Act has been adopted and carried out in the Berwick-upon-Tweed union

for several years; and, taking the last half-year as the basis of the calculation, 100 outdoor pauper children have received a good education at the rate of *57l.* 18*s.* 2*d.* per annum. This Act (18 & 19 Vict. c. 34.) ought to be made *compulsory* on all boards of guardians. These hundred children are all the outdoor pauper children in the *country* districts of the union of Berwick. The town children of the parishes of Berwick and Tweedmouth attend the *union school in the workhouse.* Seventy of these children were present last week, and 17 indoor pauper children formed a good school of 87 scholars, sufficient to employ and *interest* a schoolmaster, an infant schoolmistress, and a pupil-teacher. The union school is thus *made a good one,* and the indoor pauper children receive instruction "*in common things,*" from their daily intercourse with the outdoor pauper children who are admitted to the school. The children are admited *free,* and cost the union very little, while the increased numbers secure better teachers, with larger grants from the Committee of Council on Education.

The admission of outdoor pauper children to union workhouse schools is not at present allowed by the Poor Law Board, and they objected to our practice, but gave way as an exception, upon proof being given by the board of guardians of the usefulness of their system. *I strongly recommend that this practice be made universal* and enforced by legal powers. Juvenile criminals are very frequently recruited from the ranks of out door pauper children. These have generally lost their father, and are under strong temptation, from their poverty and other social circumstances. They feel, more or less, that they form a class towards whom there is but little sympathy shown, and this feeling causes them them to lose respect for themselves and for the property of others.

(b.) Reformatories are working out their own amendment in system. A chaplain ought to be attached to every reformatory, and religious improvement made the foundation of the criminals' reformation; if it be otherwise attempted it will fail. I take the liberty of sending herewith a copy of a pamphlet which I translated (in conjunction with two friends), printed in 1853, giving an account of the reformatory institution at Mettray, in France.

10. The Government system tends to stimulate voluntary efforts, and I do not know of any one who entertains *conscientious* objections to it. Some persons are cautious in adopting the Government system, lest Parliament might, at some future time, interfere with their local management and religious teaching, founding their right to interfere upon the ground of the school having accepted national funds. This appears to me the great cause of want of confidence on the part of school managers who still refuse to accept Government aid.

V.—Endowed Schools.

Always have an advantage over those supported by annual subscriptions, because they can educate children of the *poorer* classes at a cheaper rate, and can assist in clothing some of these.

Suggestions.

Question (a.) Certainly.

(b.), (c.), and (d.) Inspectors have not time to become thoroughly

acquainted with the *different classes* in large schools. They can only examine the first class, and *look* how the others are getting on. Their number ought to be increased so as to allow of their giving *more time* to each school. The present system encourages teachers to prepare the first class especially for the Inspector, whereas managers of schools wish to know from the Inspector the condition of *every* class, and the improvements which he would suggest in the mode and kind of teaching to be given throughout the *whole* school.

(e.) The voluntary principle is necessary to ensure good local management, and ought to be encouraged and not superseded by Government grants.

(f.) I would confine the system of rating to pauper and criminal children, as suggested above. This applies to nearly 300,000 children, including all persons under 16 years receiving indoor or outdoor relief, and all criminals of the same age.

(g.) Existing endowments ought to be left to local management. Government and parliamentary interference with them (beyond what is exercised by the Charity Commissioners) would tend to raise further distrust in a system which would be considered centralizing with the object of legislative change.

(h.) To prolong education with effect, the pupils must be attached by moral principles to the centre of learning, and by affection, generated by the exhibition of high principle in the teachers. Where this is attained, the desire for prolonged education will be self-acting, and will require but the *opportunity* to secure it. Locally, a class for teaching such marine studies as are required to pass as a mate or captain in the merchant service would be attractive.

13. I would not make school attendance compulsory; it would not suit the ideas of *freedom* entertained in this country, and must end in separating religious and secular education, and thus destroy local interest. Besides, education is now *valued* by every class, and its value in their estimation is increasing. If it were made compulsory, the public mind would resist it, and its value would decrease in their estimation.

14. The present system of schools connected with various religious bodies, and receiving Government aid in proportion to their efficiency, works well. Parents desire that their children should have religious as well as secular education, and I believe if there were Government secular free schools throughout the country, they would fail principally because it is impossible for Government teachers to exercise that domestic influence which is necessary to assist in the formation of the character, and which is now exercised by the parochial clergy and other ministers of religion. The school and the home influences are thus connected together, and produce the best results; where either influence is wanting, there is a corresponding deficiency in the formation of the character.

VII.

15. Teachers trained in our colleges are sadly deficient, as a general rule, in *moral power* of character. They think they know much more than they do, because they know much more than they did, and more than their neighbours of the same position in

society; they are not humble minded or contented with their lot, and the consequence is, that they do not take to their duties as teachers with that hearty interest which is necessary to impress the taught with the character of the teacher.

This presents our greatest deficiency, and causes young persons to leave school, that they may avoid its discipline and be more free; whereas, a higher tone of honest moral power would tend to attach the older pupils to the teachers, and to retain them at school as a pleasure. To this deficiency I attribute the carelessness of so many young men after they leave school; they then frequently leave Sunday school and church also, and join the idle and worthless.

16. The system of pupil-teachers works well; but if masters possessed more generally the higher qualifications mentioned above, a better tone would soon be observable in pupil-teachers.

17. The payment of school masters and mistresses is generally best by salary and school-pence, but committees of management know best in their own locality how to arrange these details.

VIII.—Results.

18. I am not satisfied with the results of education on the poor; home influences have not kept pace with school improvement. The uncomfortable, and frequently most unwholesome, state of the houses (or, perhaps, single room) of the poor, counteracts the moral influences of the school. Want of clothing and of cleanliness are great domestic hindrances to improvement. "School penny clothing banks" and keeping school-rooms and premises always *perfectly clean* (which is almost universally neglected) will tend to produce an improvement in these matters.

June 14, 1859. Geo. Hans Hamilton,
Vicar of Berwick.

Rev. John Howard Hinton, M.A.

As a minister of religion I have been conversant with the management and operation of Sunday schools for fifty years. I have been from its origin secretary to the Committee for the Promotion of Education on the Voluntary Principle, formed in London in 1852, and in this capacity I have paid considerable attention to the subject of popular education. I am also the author of two pamphlets, copies of which I enclose; and I gave evidence before the Educational Committee, appointed by the House of Commons in 1852 and 1853.

On a question antecedent to all those proposed by the Commissioners I have a strong opinion. I do not think popular education is the proper business of the State. That education universally is so, I suppose no one, at least in the Eastern hemisphere, would affirm; and from this it logically follows that the sphere of State action, in respect of education, is not a normal, but an exceptional one, created, not by the value or importance of education itself, but by peculiar necessities in some part of the people. What those necessities are is a question I will answer presently.

As a general reason for affirming that education is not the business of the State, it may be alleged that there is obviously another party whose business it is, namely, the parents, whose prior obligation and right, as well as their greater fitness, will scarcely be disputed. If, then, there be any portion of the community in which this parental obligation is not adequately fulfilled, the remedy is not to be found, at least in the first instance, in the direct and immediate action of the State, but in endeavours to awaken parental feeling and to engage parental activity. In this respect the present Government system has been egregiously wanting. It takes the education of the poorer classes out of the hands of parents by professing to do it for them, and it thus at once fosters a social vice, which should much rather have been corrected, and throws aside a divinely appointed educational machinery for one of vastly inferior adaptation. On this part of the subject I lay it down as a principle, that Government should do nothing in education, until every effort has been made to induce parents to educate their own children.

Undoubtedly there is a portion of the community who either cannot or will not fulfil the parental obligation; and this gives rise to the following pertinent question by the Commissioners:—

"9. How would you provide for the education of the children of paupers and criminals, or of deserted and destitute children?"

To this I answer, without hesitation or qualification, let the State educate them, either through the parochial authorities, or otherwise. Practically, without parents, they are henceforth the children of the State, and let the State do a parent's part by them; but *let the State stop here.*

The State, however, has already gone much further than this; and it will perhaps be deemed too late to undo all that has been done. I proceed, therefore, to advert to the Commissioners' 8th question, which relates to the existing Government system.

To the question, "What is your opinion of this system?" I answer frankly, that, believing it to be wrong in principle, I do not think it is beneficial in practice. I am not disposed to say, however, that *all* it does is mischief. It were strange indeed if so large and so well intended an outlay of money should have done no good. Admitting, however, everything that can fairly be alleged on this side of the question, I think the amount of good is liable to serious drawbacks. On the one hand, a great deal that it does would be done without it, and so far its action is unnecessary; while, on the other hand, where help is most wanted none is given. It thus, to a great extent, misses its professed aim, and, instead of providing education for those who cannot pay for it, merely facilitates the education of those who can.

As to whether the Government system diminishes voluntary liberality on the whole, I can give no opinion; but I am sure that it subjects all educational efforts which are unaided by Government to a most unequal and trying competition, the effect of which is to create immediate embarrassment, and, perhaps, ultimately to compel a resignation of their independence. The result is, that while some schools are enriched others are pauperized, the self-supporting spirit is crushed, and the very best element in them is made to wither and die.

The "conscientious objection" to the Government system, that, namely, which arises from the required combination of *religious* with secular instruction, is, I believe, entertained by English nonconformists, not universally, but generally. It is but consistent that it should be so, a State-paid religious schoolmaster being in principle identical with a State-paid religious minister. Such schools, indeed, palpably constitute a subsidiary religious establishment.

The question, what I would propose to do with the Government system, is not easily answered. The *sudden* demolition of so elaborate a system would doubtless be trying and unadvisable; but I can have no difficulty in immediately deprecating its further development, or in recommending its ultimate cessation. Its expenditure of public money is great at present, and is prospectively enormous and intolerable. It is spreading a network of political influence over the community, by directly subjecting a very important body of men to Government control; in proof of which witness the recent proposal to confer the electoral franchise on certificated schoolmasters. The capitation grant, a part of the system capable of unlimited extension, and already of very mischievous operation, is, in my opinion, highly objectionable. I should hope, therefore, that the administrators of the Government system would at once proceed cautiously, and rather slacken than quicken their pace, and this with a view to a gradual return to an entirely voluntary system.

To "a system of rating," I feel the very strongest objections; but I think that existing educational endowments might be made much more available than now.

I think that the system pursued by normal schools and colleges is vitiated by a serious and fundamental mistake; namely, that the standard of instruction is too high. Men so trained are, in fact, rather *unfitted* than fitted for their subsequent employ; and instead of being either useful in it, or satisfied with it, they generally pine from the beginning after something more congenial, and regard the training school chiefly as a stepping stone to the university and the church.

A similar mistake, I think, has been made in the management of schools; that is, the standard has been fixed too high. In reply to the question, "Of what should the (secular) education of the classes "contemplated consist?" I observe that its main objects are three: first, to obtain the means of information by the art of reading; secondly, to obtain the means of communication by the art of writing; and thirdly, to obtain the means of transacting daily affairs by the art of arithmetic.

Reading, writing, and arithmetic are, consequently, the first and most essential elements of popular education, and of so much greater importance than anything which can be added to them, that no comparison can be instituted. They constitute an education of themselves, provided only that they be not only taught, but mastered, and made so easy and familiar as to afford a pleasure in their exercise, instead of being only so far learned as to be always difficult, and, on leaving school, of preference forgotten. I could not, of course, object to so much of "music, drawing, and other "matters of taste," as might serve to enliven and diversify the

scholastic routine; but I do not think any of these should become principal objects. They very easily become seductive.

I would *not* "make school attendance compulsory." It would be an infringement on the liberty of the person, indignantly resisted, I cannot doubt, by all Englishmen; an annexation to a process in itself honourable and beneficial, of a disgrace which ought to be attached only to crime; and an infusion of bitterness into what should be a source of unmingled pleasure. It may be added, that the details of such a method would be of insuperable difficulty.

The age to which it is either practicable or desirable for children of either sex to continue their attendance at school is, in my opinion, too variable to be defined. Experience has already shown that parents will not send their children to school after they have got as much learning as they think worth while, so that the attempts made by the teacher to hasten the advance of education has been met by the parents shortening the duration of it. One method, therefore, of inducing a longer attendance at school, would obviously be to proceed more gently, and not to make the children such precocious scholars. I should rather try, however, to inspire a love of knowledge, and a thirst for improvement after leaving school, than to detain them for a very long period in it. The latter plan tends to force the school to too high a level.

Of the Sunday school I cannot speak too highly. The system possesses every element of adaptation and of power, and has already been, as it assuredly will hereafter be, productive of inestimable benefit. The highest talent is incessantly and devotedly applied to its culture and improvement.

J. H. Hinton.

De Beauvoir Town, London,
July 25, 1859.

L. Horner, Esq., one of Her Majesty's Inspectors of Factories.

17, Queen's Road, West, Regent's Park,
Sir, June 18, 1859.

I beg leave to transmit to you, for the information of the Commissioners appointed by Her Majesty to inquire into the state of popular education in England, the following answers to the questions which they have done me the honour to transmit to me, so far as my experience has enabled me to form opinions on the important object of this inquiry.

Preliminary.

1. I have from early life taken a warm interest in the education of the humbler classes, and, as one of Her Majesty's Inspectors of Factories, I have for the last 25 years had my attention constantly directed to the schools attended by children employed in factories and print works.

In the year 1821 I took an active part in establishing, and for six years in the management of the School of Arts of Edinburgh, "for the education of mechanics in those branches of physical

" science which are of practical application in their several trades." It led the way to the formation, in 1822, of the " Mechanics' Institution" in Glasgow, the first of those establishments so designated, and which was soon after followed by that founded in London by the exertions of Dr. Birkbeck and Lord Brougham, which was the forerunner of all those in other parts of *England*. The Edinburgh School of Arts has continued in uninterrupted activity to the present time. By the copies of the reports of the directors for the years 1857 and 1858, which I now send, it will be seen that the number of students in the former of those years was 539, in the latter 622.

An account of the origin of this school, of the plan on which it was established, and of the subjects taught, will be found in the First Report on Science and Art, published by the Board of Trade in 1854, page 385.

I.—Standard of Education.

2. It would be very *desirable* that the children of the humbler classes should attend school for a certain number of hours every week until they are 14 years of age; but the *practicability* of their doing so is at least very doubtful.

Until we have a generation of well instructed *parents* who have experienced the advantages of having been educated, it is vain to expect that the ignorant will take pains to send their children to school. Many such parents will do so from the best motives, but a great majority will only send their children to school when they become troublesome and are in the way at home, and are too young to get money by their labour. There are few above the condition of paupers who keep them away on account of the school pence.

We have had ample experience that so soon as the children can earn weekly wages, even although it be a very small sum, they are withdrawn from school, and few are found there after 11 years of age.

I believe, therefore, that although schools of the best kind were multiplied to the fullest extent required by the population, until we have educated parents, a very large proportion of children will receive no education that will have any effect upon their future conduct in life, morally or intellectually, so long as the parents can make money by their labour.

We are thus, I fear, doomed to have an immense proportion of uneducated children, who, when they become parents, will perpetuate the evil, unless by some legislative means it be made obligatory upon them to send their children to school. This obligation must, however, secure perfect freedom from all interference with the religious opinions of the parents, and give as much latitude as possible in the choice of the school.

Much has been said about interference with what are called " parental rights." It is surely one of the most important of a parent's duties, that his child should have as great a chance as possible of advancement in life, by early moral and intellectual training, and if the parent does not satisfy this first claim of his offspring, the State ought to become, so far, the guardian of that child. Even as a matter of police, the State has a right to inter-

fere to prevent children growing up to be an injury to the community, by the vice which ignorance is sure to engender.

But the questions as to what the nature of the obligation shall be, and how it shall be enforced, are surrounded with many and great practical difficulties.

The obligatory daily attendance at school imposed by the Factory Acts, on all children employed in factories, between 8 and 13 years of age, has been proved by the experience of 25 years to have been eminently successful whenever the children attend a good school; and this good work has been accomplished without the slightest disadvantage to the prosperity of any branch of the manufactures subject to this legislative control, as I have shown by my report for the half-year ended the 31st of October 1858, p. 8, a copy of which I now send. There are, I believe, many trades in which children are employed, to which the principle of wages-yielding labour, combined with daily school attendance, for a certain number of years, might be applied, under modifications adapted to the nature of the occupation. But as the law would speedily become a dead letter, unless strictly looked after by paid officers, bound to see to its observance, and to report to Parliament, at least twice a year, any legislative interference of this kind would necessarily involve a very heavy annual expense.

3. Reading, writing, common arithmetic, and geography.
Religion, adapted to the capacity of children.
Elementary history of their own country.
Music and drawing, as sources of amusement in their leisure hours. They are both popular with children.
Lessons on objects, judiciously selected from their bearing on common life.

4. (a.) I believe that Sunday schools do much good, but they might be greatly improved.

1st. By having better instructed teachers. In too many cases their zeal vastly preponderates over their knowledge. If the *teachers* were, in each week, to be instructed in the meaning of the less common words in the chapter of the Bible they were to read the ensuing Sunday, and were prepared by comments on the chapter by the minister, or other competent person, they would then be able to give some useful instruction to the scholars.

2nd. By doing away with the cruel penal servitude of the poor children attending the long Church services twice a-day, and substituting some short service of prayers, and *an address* suited to their capacities.

4. (b.) I have already given my opinion on the half-time system.

4. (c.) If some instruction were given to boys in the use of carpenters' ordinary tools, and in mending shoes and clothes, it would be found advantageous in their after-life; so also, if girls were taught to sew and to *darn*. But stockings can *now* be bought so cheaply, that knitting is of less use than formerly.

It would certainly be useful if they were taught common cooking; but where are the materials to come from that are to be subject to the experiments? So also it would be well, if the girls

were taught to wash and iron; but who would trust their clothes to be washed and ironed by children?

4. (d.) I believe that nothing would tend to advance education among the labouring classes more than the multiplication of evening schools. But they must be specially organized. Young persons and adults cannot be taught as children are. It must be borne in mind, that in evening schools the pupils *come*, in children's schools they are *sent*. If, therefore, the evening pupil does not feel that he is getting some good, he will not return. To be sensible of this, he must come daily in direct communication with a teacher; and the teacher must have more patience than is usual with the teachers of children; he must take into account the shyness natural to a grown-up person who is ignorant.

It will never do to make the master, who teaches a children's school in the morning, also the master of the evening school. He is, in the first place, to a great degree exhausted, and he comes with all the habits of the teacher of children.

4. (e.) Occasional lectures on a variety of subjects are an innocent, and, to a certain extent, a useful amusement; but they never can give sound practical instruction. There must be a continuous course on a given subject, attended by examinations, and accompanied by reading at home, to produce any solid advantage. From not attending to this, most mechanics' institutes have failed to do much good as places of available instruction. In forming the plan on which a mechanics' institute—(and by that I mean an institution for the education of those engaged in mechanical trades)—should be conducted, the first thing to be considered is the nature of the instruction most likely to be useful to mechanics in the particular locality; and next the practicability of obtaining competent teachers.

In determining the subjects to be taught, the necessity for limiting them to a very small number will be at once apparent, by recollecting how very short a time a working mechanic has at his disposal for study. He can do nothing in the daytime, for he is occupied with his work and meals for at least 12 hours; and when he leaves off work, he has to go home, get some refreshment, and generally to wash and make some change in his dress, so that from an hour and a half to two hours a day is the utmost that the most zealous student can give, for lectures and reading during the working days.

4. (f.) There can be no question of the immense importance of lending libraries; a fixed establishment in towns, and itinerant libraries for country places.

4. (g.) In all schools it has ever been found useful to have some object to be aimed at as a stimulus to exertion, and the same principle is applicable in places of instruction for young persons and adults, as well as in children's schools.

4. (h.) The best proofs of the advantages of such inducements are to be found in the reports of the Civil Service Commissioners.

5. Whenever it is possible to obtain it, there should be a moderate school-fee. It is important to encourage a feeling in parents that they are *giving* their children the advantages of education. The school will be more valued, and the attendance of the children will be better looked after.

II.—Actual State of Education.

6. My experience satisfies me that the present state of education of the children of either sex among the humbler classes, falls very far short indeed of the standard defined by my answers to the preceding questions.

III.—Causes of Deficiency.

(a.) Want of good schools in many places, especially in country situations, and insufficient funds in a great proportion of those that exist.

(b.) In a large proportion, and especially in private schools, the incompetency of the teachers.

The progress of education among the humbler classes will be retarded so long as *any person*, man or woman, however ignorant or incompetent, may open a school. Uneducated parents, being incapable of judging, are influenced in their choice often by compassion for the teacher, often by a low school-fee.

I consider that it would be a perfectly justifiable interference on the part of the Legislature, that no one should be allowed to open a school who had not obtained, from certain authorized examiners, a certificate of competency to teach the subjects he professed to do. There might be various certificates, according to the subjects which the applicant considered himself to be competent to teach, and which he had the intention to teach in his school.

This principle has been long acted upon by the legislature of Holland, and is recognized in the law passed in 1857.*

(c.) Want of interest in parents, who themselves have never had the advantages of education.

(d.) Very few parents, not absolutely paupers, are so poor as not to be able to pay a moderate school fee.

IV.—Character of the Existing System of Government Aid and Inspection.

I think it is impossible to overrate the advantages which the country has derived, and is deriving, from the Committee of Council on Education. I know but one part of their system which is defective, but I at the same time admit that to remedy that defect there certainly exists great difficulties. What I refer to is, the fundamental rule, that no assistance is given except in aid of local subscriptions.

There are many situations where there is a large population, in which it has been found, and ever will be found, impossible to raise local subscriptions; and the consequence often is, that where education is most wanted, there is none of any value. A school rate is probably the only remedy, and I cannot think that it would be found impracticable to frame enactments which would secure its impartial appropriation.

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* A translation of this law is in my possession, and I will lend it with pleasure to the Commissioners, if they wish to see it.

(9.) and (10.) and Section V.—ENDOWED SCHOOLS.

My experience does not enable me to offer any observations on those heads.

VI.—SUGGESTIONS.

(a and b.) Most certainly.

(c and d.) I have none to suggest beyond what I have above hinted, as to the importance of not neglecting districts where local subscriptions cannot be raised.

(e.) I consider that this has been proved to be an entire failure, wherever it has been looked to as a permanent source of support.

(f.) The reasonableness and the practicability, with perfect impartiality, of a school rate has been proved beyond all doubt by the New England States.

(g.) The Charity Commissioners, years ago, proved that vast sums of money now wasted, and even mischievously applied, might be set free for the education of the humbler classes.

I have the honour to be,
Sir,
Your obedient servant,

F. Stephen, Esq., Secretary, Education Commission. LEONARD HORNER.

Rev. Charles Edmund Ruck Keene, M.A., of Swyncombe House, Henley-on-Thames.

PRELIMINARY.

1. Such experience as I have has been gained chiefly in rural districts, or in towns connected with them. Circumstances have also brought me into contact with some endowed schools of rather a high order, but still not beyond the reach of those for whom popular education is designed.

I.—*Standard of Education.*

2. I am of opinion that though it often happens that children at a very early period make great progress at school, they must remain a certain time and to a certain age before the teacher's moral influence and the knowledge acquired can make any lasting impression upon them. It is seldom, under any ordinary conditions of schools, that circumstances will admit of their being retained long enough for this purpose, either from the inability of the parents to afford the means for their unproductive maintenance, or from the general necessity, where there are not industrial schools, of associating them with the labours and other incidents of their future employments.

In the case of boys in rural districts, and where the exceptional case of the above-named schools does not exist, it is hardly practicable, however desirable it would otherwise be, to retain them after 12 years of age; but it is obvious that great results cannot be looked for when education ceases at that period; and it must

not be forgotten that the traces of such training are soon lost unless subsequent means are taken to keep them up and improve upon them.

With regard to the girls, I think that though in some respects they are quicker in apprehending than the boys, and therefore often more advanced in proportion to their age, yet their condition is so different in every respect, and their means of assisting their parents by their early earnings so much less, whilst there is an obvious advantage in detaining them as long as possible under the control and guardianship of their preceptors, that a longer period of detention should be assigned to them. I am of opinion that, under all the circumstances, 15 is the earliest period at which we should contemplate their leaving school, assuming, as an admitted fact, that to pass from a well-ordered school with its high inculcated morals and conduct, to be associated with the uncivilized youth of the other sex, and the coarse habits too frequently incidental to the ordinary employments in field husbandry, is not only undesirable but most pernicious in its effects upon the character and feelings of those, who in future are to exercise so much influence for good or bad in family life; and that they should rather look to domestic service, or to share with their mothers in the charge of the family and other household pursuits.

3. With regard to the amount of education attainable in this limited period.

The great features of our Christian faith, a general knowledge of the Bible history, a sufficient acquaintance with our own history in the outline, with geography, good writing, and the common rules of arithmetic, with at least the rudiments of grammar. In the girls' school, in addition to this, all kinds of useful needlework, with cutting-out and fixing.

With regard to what may be called matters of taste, in the rural schools, the singing, which is usually connected with psalmody and the congregational service, tries the capacity of the children, and may, under certain circumstances, lead to other branches of music, to which I can see no objection. Drawing I apprehend must be deemed rather the exception than the rule of any ordinary rural school; but in endowed schools, where generally more time is obviously to be reckoned upon, this and other accomplishments should be made the rule. I think that in such schools, and indeed wherever drawing can be effectually introduced, it will be more useful to adopt that description which will give facilities in design and plans than that which affects landscape or other kindred efforts. Any facility which a boy can attain in handling a pencil will materially affect his situation in any trade to which he may be called. The addition of poetry even in the rural schools, where time allows the children to commit it to memory, cannot be without its use in refining to some extent their minds, without making poets of them.

4. As to the effects of the following methods:—

(*a.*) Sunday schools are very valuable, as they afford the means of keeping alive the knowledge of religious truth already taught; as they extend the period when the adult, after quitting the weekly school, may still profit by the teacher's care, and continue the edifying pursuits of Sunday employments; or it may be, as an

exceptional case, as they offer to the utterly uninstructed a knowledge of Christian duty. But I would not, with some marked exceptions, make them the instruments or occasions of elementary instruction, or of doing more than enforcing the simple lessons of faith and duty, by illustration from Scripture, or by attractive narrative drawn chiefly from the same source; I should be unwilling to assimilate them in ordinary teaching to the engagements of the daily schools.

(*b.*) I approve of any combination which can be made between the mental and manual employments, either by the ordinary arrangements of industrial teaching, or by any schemes in which certain fixed hours can be allowed for school business by permission of their employers.

With girls, the necessity of learning needle and other work fitted for domestic purposes necessarily divides the day in ordinary schools, and but little time is lost practically for mental improvement, when the teacher knows how to bring before them instruction and edifying information, by reading to them or giving them a *viva voce* lecture whilst at work.

With boys of the labouring class, to continue the school studies during the whole day will not give a result in proportion to the hours so occupied, as the mind is more capable of exertion when it is relieved by active work; and for this reason, the occupation which will prepare the children for laborious, and perhaps skilful business, upon which they must have to depend in after-life, is consistent with the chief object of school learning.

I am of opinion that wherever the system of industrial and domestic training can be adopted, great advantages will follow. Besides the clear advantage of blending the moral and religious education with the employments which are to engage the children more or less afterwards, there is this obvious advantage in practice, that the very industrial work itself may be made the means of enabling the poor parents to continue their children longer under school influences when remuneration is given for the value of the work.

(*d.*) The evening schools are most valuable for boys and young men. Even if they only afforded a harmless opportunity of filling up, as it were, the interval between the hour when the daily labour ceases and the time for going to rest, during the winter evenings, it would be very desirable to encourage them; but inasmuch as they seem to offer the only means of continuing the scant period usually allotted to learning in the day schools, and as there appears to be a growing disposition to profit by any moments of leisure, where the means of instruction are at hand, I feel that they claim every encouragement which can be given to them.

(*e.*) Lectures are often found very attractive in the country, where the people can be easily assembled; and there seems to be little doubt but that, as schools improve and education advances, there will be a growing desire for such mode of instruction.

At present, such lectures as are generally given are of necessity somewhat desultory, but it may be fairly presumed, that when the auditors become more sensible of the value of the knowledge thus suggested to them, they will have their attention ready for a more consecutive process of instruction than they can at present bear.

Mechanics' institutes, under proper regulations, are very useful, but the ordinary condition of the rural populations seems hardly prepared as yet to profit by them.

(*f.*) Lending libraries are everywhere popular, and may be made very beneficial by a proper but not too restrictive selection of books, so that a wide scope should be allowed to meet the varied tastes of the readers, and only to exclude immoral, irreligious, and frivolous publications. Where some little subscription can be obtained from the readers, it should be claimed; but I would not allow the failure of such subscription to prevent the establishment of such useful institutions.

(*g.*) Though it may be desirable, on certain occasions of general examinations, to give some prizes as encouragement to great exertions; or, it may be, to give some animation to the ordinary movements of a school; yet I am of opinion that the general mode of distributing rewards upon other occasions is more apt to produce discontent and jealousy in a school than sound emulation. The encouragement which is sometimes given to a child, after a certain continuance in the school with credit, by remitting his or her usual weekly payment, is not open to this objection, and is to be recommended on many grounds, especially that which makes the continuance there less difficult.

(*h.*) The very fact that the minor State endowments are supposed to be dependent upon a certain progress in learning is producing an effect generally in favour of schools which may aid the candidates. Those who have left school without duly profiting by them, or who have been deprived of such advantages from various causes, are now often trying to make up for lost opportunities, or the opportunities which have been out of their reach, by attendance at evening schools; the difficulties these meet with, and the regrets about situations lost from want of sufficient education, all tend to show the advantage of elementary schools, and to create a desire to profit by them.

5. The education of the poor should not be entirely gratuitous. Under present circumstances, I do not see how schools in general could be made self-supporting, if they are to be efficient; but I feel confident that, to the extent of the parents' ability to pay (which is greater than they are disposed generally to admit), they should contribute, not only with the view of aiding the school funds, but as a recognition of their responsibility to do what they can for their children in this most essential case.

II.—*Actual State of Education.*

6. It is impossible to say that, generally speaking, the schools within my knowledge are in a state so favourable as to justify expectations of any great results. There are, undoubtedly, many, and these are on the increase, which are well managed, adapted to the requirements of the place, and are doing much good. There are many causes which make these exceptional.

III.—*Causes of Deficiency.*

7. (*a.*) There can be no doubt that in many cases the funds necessary for very efficient schools cannot be raised, sometimes

from real inability, but as often from the prejudices which still exist to a great extent, in the country against a course of education which requires time to carry out, and whose advantages are, as yet, not so generally apparent, or, if in any way apparent, do not seem reciprocal as between those who are to be so educated and those who are called upon to assist.

(*b.*) I should say that the mode of handling the subjects to be taught has more to do with the failure than the subjects themselves, though I believe that the aim at a uniform system may be often carried too far, so as to preclude the adoption of one varied according to certain peculiarities of the children in training, or perhaps according to some local feeling, which should be respected.

The difficulty must always be great in finding capable teachers; but with the smaller and more numerous schools that difficulty is greatly enhanced by the want of adequate supply, not only of the means of remuneration, but of teachers from which to select; and many are engaged for these smaller schools who are no less deficient in mental acquirements than in other qualifications, and hence unfavourable results may be anticipated.

(*c.*) Parents too often require extraneous influence to be constantly exercised over them to send their children to school, to acquiesce in the discipline required, and to abstain from withdrawing them either altogether or on frequent and often frivolous pretences. This is concurrent with a very general admission in the abstract of the advantages of education. The great difficulty in the way of real progress has hitherto been found to arise from an insufficient appreciation on the part of the parents of the benefit of education when weighed with the personal sacrifice required to carry it out.

(*d.*) In the poorer districts, the value of the children's labour affects materially their attendance at school after a certain age; but I do not think that the ordinary fees are a sufficient impediment; indeed, I feel persuaded that they are not so.

(*e.*) The discipline and the good organization so essential to the success of a school, and indirectly to the comfort and happiness of the children, are too often wanting; whilst harshness in some cases, and a want of attractiveness in others, create an unfavourable impression upon the pupils towards the school and its work.

(*f.*) The Poor Law Amendment Act produced this immediate effect, viz., that parents withdraw their children at an early age from school when the allowance system ceased. It has failed to subdue the pauper spirit, which relies so much upon extraneous sources to relieve their own duties, or to impress upon the labouring population the real and natural responsibilities of parents, and the self-sacrifice inherent in such relation. The matters connected with the education of children certainly present no exception to this lamentable state of things.

IV.—*Character of the existing System of Government, &c.*

8. The system under which grants are made seem in the main to be good, and where inspection is judiciously exercised, it is equally sound in principle as practically valuable to the school. But when we consider that the grant may be recalled upon the representation of the inspector, and that concurrently with such representa-

tion the most serious consequences may ensue to a school, conducted often under very great disadvantages, where the manner of the person inspecting, the mode of putting his questions, and the very character of his examination may have such disastrous results, it is impossible not to see that the very end of the Government and of the country's benevolence may be neutralized by some mistake or peculiarity of the inspector. I state this, not to disparage inspection, but to point out how serious may be its misdirection, and how rare should be the discretion of the individual employed in handling the well-considered rules and directions of the Board of Education, so as not to limit the operation of the grant whilst it is protected from abuse.

There is no doubt but that many parishes cannot meet the requirements of the Privy Council conditions; but it must be considered, that any great relaxation of the present system of granting aid would add materially to the public charge, whilst in reference to the peculiar circumstances of such parishes, it might be more congenial to their present condition to be content with more humble schools for a time, and to look forward to their future sympathy with a higher scale of education and a consequent application for the Government aid, subject to its conditions.

9. The opinion in relation to—

(*a.*) The pauper workhouse schools are, perhaps, on the whole as useful as any we have at present, as in the country at least, they generally combine a large element of industrial training in all its branches with mental teaching, under circumstances favourable for the children's learning. The union pauper district schools, if more generally adopted, would effect much good. Besides those children who would naturally be transferred to them from the workhouse, I would give licence to admit certain portions of families, not paupers technically, and I would vest the discretionary power in the officers of each parish for the time being, to make the selection, with any limit deemed requisite.

The reformatory schools are the only practicable means, at present within our reach, for dealing with children who have come under the cognizance of the law, without tainting other schools, and deserves all the encouragement which can be given to them.

I think that one or other of these different description of schools would provide for the pauper and criminal, or the deserted, destitute, and neglected children.

10. I should think that the Government grants cannot do otherwise than stimulate, in general, the voluntary liberality. It may in some instances assist, where otherwise a strong sense of duty and ample means would have supplied all that was required without such aid. But on the other hand, willing contributions have been made, and are making, where the Government aid has rendered the benevolent scheme possible, which otherwise would have appeared too unpromising to be entertained, and therefore would have been abandoned. In neither case can we regret that the resources of the country should have been thus taxed.

I know of many objections which, of course, must be expected from the different ways in which the Government conditions are viewed, or according as the actual mode of inspection seems to work. I am aware also, in that generally admitted necessity of

combining religion with secular education, there are many difficulties to be overcome in the execution, and that in parishes where much conflict of religious opinion prevails, there is often more forbearance called for than is found, and concessions demanded very distasteful to many, and therefore resisted.

Any comprehensive scheme which may be called national must expect to meet with much objection and cavil arising from such like circumstances, but within my own experience I am not acquainted with any large number of persons who profess to entertain serious and conscientious scruples on the subject of the Government system under which schools are assisted.

V.—*Endowed Schools.*

11. My experience of endowed schools, under which denomination I do not now include grammar schools, leads me to think highly of them, and that they only want further development to extend their usefulness. Though by no means beyond the scope of "popular education," they may reasonably be expected, from their independent resources, to stand somewhat higher than the common established schools, and to offer advantages to those who have intelligence and ambition, perhaps, beyond the teaching of such schools, and so may be made auxiliary to them, whilst they secure a sound and religious education for a class but little removed from the labourer in means, though somewhat in position, and who have, without such establishments, the greatest difficulty in finding suitable places for bringing up their children.

VI.—*Suggestions.*

12. (*a.*) I would maintain the principle upon which the Government aid is granted, with sufficient inspection.

(*b.*) The development of the same would be as the want from time to time is made to appear; indeed, there may be expected to arise cases of a somewhat experimental character, though with sufficient promise to justify temporary encouragement. In one case, at all events, I would now recommend consideration as for new objects; in others only an extension of aid.

(*c.*) In the case of endowed schools to which I now allude, a modification of the rules of the Privy Council might be made, so as to include them under its protection. The funds are often quite inadequate to their purpose, and if they could be assisted, and exhibitions granted for some limited period to the best scholars, I believe great benefit would accrue. The introduction of Government inspectors, consequent upon grants of this description, to be associated with the trustees, would be often very desirable.

(*d.*) The addition or substitution of district schools, except for pauper purposes, or for temporary use of parishes whose means have failed for home establishments, is undesirable. I believe that parish schools, where the interests of the inhabitants may be concentrated, are on almost all accounts preferable.

(*e.*) I cannot approve of any but the voluntary principle, aided as it now is by public grants, with no more interference than is absolutely necessary. The difficult question of religious distinction, which now can be often solved by a little mutual for-

bearance, would be rendered almost unmanageable under any other system.

(*f.*) The rating system might answer under particular circumstances, where there is a pretty general uniform opinion on the subject of education for mechanical and other like purposes, and where, in short, the secular system is in vogue; but in general the prejudices which still exist on the question of any sound education would be infinitely augmented, every compulsory payment or restriction consequent upon it would raise a feeling very adverse to it; from which popular education would be retarded, and the sympathies of those who devote their time and money to that object would be paralyzed.

(*g*) In many cases the original design of the founders of charitable institutions cannot be carried out, and very often the distribution of these bequests is distinguished more by the dissatisfaction and the improvidence gendered by them than by any apparent advantage to the recipients; and I am of opinion that if a discretion was given, with sufficient limitation, to apply those funds to such purposes of common interest as education, good would result.

(*h.*) I think that there are now opportunities open, and only wanting encouragement, for the improvement and extension of education, whilst to their further development we must look in part to the judicious and liberal manner in which they are treated, and still more to the progress of that spirit which craves for more knowledge. With regard to the most prominent of these opportunities, I should certainly mention the schools for industrial training, which should be liberally supported, and not discouraged by too stringent conditions. The remuneration to be given to the children should be sufficient to cover the school expenses, and to supply a balance approximating to the price of their labour i otherwise employed. The effect is obvious, that besides having acquired more learning, the children on leaving school will be entitled to higher wages when they offer their skilled labour in the market, whilst the school is every way strengthened by a class of more experience.

Another opportunity of great consequence presents itself in the shape of the evening school. These are chiefly superintended by unpaid teachers, from the difficulty of securing suitable persons to undertake the charge, except at an inconvenient expense; and as these schools are intended principally for adults, it is obvious that peculiar qualifications are required, with salary in proportion. As these offer the best promise of extended education, and as they must be subject to great variation of circumstance, great favour should be accorded to them, and an ample discretion allowed to the promoters of such schools in the application of the grants, when made. With regard to the other points already spoken of, I can only repeat that they are all entitled to consideration as the means for promoting the great end of popular instruction. I must, however, observe in relation to the question touching differences of religious belief, that I have not hitherto found any great difficulties. Whatever difficulties I have experienced have arisen only from the points of Sunday teaching and the place of worship selected by the parents. Having been connected with many

who profess to differ from me, I have found a concession on these points has removed all questions about the ordinary instruction of the week days, whilst practically the parents of the children have not taken advantage of the privilege to the extent which might have been expected.

13. I think that in this country any attempt at compulsory attendance would be found impracticable. All that is required, with any reasonable hopes of success, is to found good schools, adapted to the peculiar requirements of the place, keep them in a state of efficiency, and then wait the natural result; all other schools, founded under any other circumstances whatever, will fade away when exposed to the competition of higher merit.

VII.—Teachers and Training Colleges.

14. I am of opinion that the general qualifications of masters and mistresses are too often unsuited to the circumstances of the schools for which they are required.

There are, without doubt, a great many teachers admirably fitted for their work and for the higher class of schools, but I am not prepared to say that they are in proportion to the demand; whilst with regard to the inferior but more numerous schools, there seems, as I have before remarked, a great difficulty in providing for them.

With respect to the teachers of dames' schools, it is to be remarked that the recent changes which have taken place in the general education of the people there has been a disposition to ignore that class of teachers beyond what is expedient; for I believe that in country parishes, if not elsewhere, they may be made under proper inspection most valuable primary and elementary instructors.

The requirements of the dames' school may be often sufficiently satisfied by some sensible and well-ordered woman, who cannot boast of much book-learning, but who has the confidence of the parents, and this is a far better ground of selection than to rely upon the leavings of other schools for elementary teaching. For however desirable it may be to combine some literary qualifications with other recommendations for this class of teachers, it must be obvious that the temper and kindly disposition, and the good sense which can make due discipline and method palatable to the young, and especially the youngest, can never be dispensed with, and must always take precedence of all other desiderata for an infant school teacher.

18. In reference to this question, I should say that my opinions have been more based upon the knowledge of results and upon secondary means, than from any continued and accurate personal experience in the internal working of the normal schools and training colleges; but in reference to the last question I must repeat my impression, that the requirements of schools in general are not likely to be adequately supplied by the training establishments now in existence.

The teachers should undoubtedly be very far in advance of their pupils in general intelligence and learning, but the study which is requisite for high attainments, adapted to the high class of schools, requires a much longer time to mature than is generally allowed

for the purpose, and certainly leaves no room for the more humble but not less necessary knowledge in detail, which should be at the command of every teacher, and is absolutely essential for the smaller schools. Where all are to be trained together, there will be a natural disposition to aim at the highest range, with a view to the supposed emoluments attached to its attainment; and in this vain pursuit, which requires much time at all events to reach, many may be reasonably expected to gain neither the higher nor the more humble qualifications of a good teacher. It may be asserted that hitherto a large proportion of those who have presented themselves as candidates for instruction at the training establishments consists of persons who have either relinquished other employments for the supposed lucrative office of a teacher, or who have suddenly adopted this step from want of other employment, and they have taken this course at a period of life when the opportunities and capabilities of laying the foundation necessary for an accomplished preceptor are wanting. Now we may anticipate some circumstances of future improvement in this respect when the Queen's scholars and pupil-teachers have, to a certain extent, supplied a list of approved candidates for the training establishments; but I cannot still think that, taking the resources of parish schools into account, the rapidly increasing demand for them, and the practical sort of education which may conciliate their supporters, within any reasonable period, the existing establishments can supply enough teachers for the schools.

There is an element of great difficulty in the present day, which it is important to consider, affecting the training establishments, arising from the different church views, and perhaps the exaggerated feelings engendered by them; but wherever the greatest care has not been taken to exclude marked and peculiar opinions from the administration of the training school or college, suspicions of a very serious character have been entertained with regard to the opinions and views of the teachers who may have been educated there. To meet this case, the greatest caution should be taken in the management of training institutions, perhaps greater than is sometimes felt necessary, to exclude everything which by possibility might be construed into a leaning towards a sectarian character or to any of the peculiar party views of the day.

As to the question of an increased supply, it should be considered whether the establishment of additional training schools more suited to the more humble wants of small parishes might not be desirable, either independent of or supplementary to those now in existence, but where the studies more exclusively confined to what is suited to small schools would be carried on. The remuneration of the teachers would also undergo a modification accordingly. But perhaps the simplest and most practicable mode of preparing a large number of useful and sufficiently trained teachers for the minor schools would follow the larger encouragement of those who might be induced to remain in the first-class schools a sufficient time to be fit to take their places as teachers of schools. They would thus be more cheaply trained, not only theoretically but practically, whilst the accomplished masters and mistresses would derive great advantage to themselves from their apprentices.

With regard to the question affecting the social condition of teachers, I may observe, that those who have entered upon the employment with more thought about the emolument than their fitness for the business; those who have hastily and superficially crammed for the situation, and have given little consideration to the irksomeness of the duties belonging to the profession, where it is not heartily undertaken; those who have entertained false notions about keeping up appearances disproportioned to their means, and have claimed a position beyond what is reasonable to expect; under such circumstances many have become discontented, and bad results have followed. It is not to be expected that, however valuable a teacher may be, in relation to his or her professional duties, generally speaking, such degree of refinement, and such scope of intelligence will have been attained as to qualify them to be companions of those who are drawn from a different condition of life, who have had a long and careful education from the earliest days, and who have associations of a different character. But a man or woman of sense and conduct would never want the sympathy of the society around them, whilst the intelligence of their conversation, and the conscientious discharge of their useful duties, would, at least, put him or her on a par with those who, from their more prosperous circumstances, would otherwise be deemed above them in social rank.

16. The advantage of this system is great. There is an object constantly before the school, of position to be gained by diligence, and remaining long enough to gain the necessary knowledge; there is the valuable assistance secured to the master and mistress, not to be obtained in any other way, in the great majority of cases; and there is the great benefit, which every day will be more fully recognized, of securing a body of useful teachers who will be seasoned and trained to office by gradual steps, with the opportunity of satisfying others of their general qualifications, and (what is, perhaps, of less importance) of proving to their own satisfaction that they have the taste and inclination for such permanent employment.

17. Masters and mistresses should be paid by fixed stipends, with a small capitation fee for all children beyond a certain number. I do not think that the general dependence upon salary from any source but that of the employers is good, whilst the small advantage derived from every addition to the school has a tendency to promote the energy of the teachers in facing fresh labour, without tempting them to evade duties for the sake of income.

VIII.—Results.

18. (a) There can be little doubt that, from the date of the great movement in favour of popular education, much intellectual progress has been made, though not in proportion to the money expended, or the anxiety bestowed upon the subject. That progress, however, may not be so much out of proportion to the circumstances under which education has been promoted, when we take into account the short time allotted to each child; the agents, and the means used, in which there have been so many failures; and the great difficulties encountered from the prejudices of all

parties concerned, and from the vast labour of impressing those most affected by the question, with the great advantages flowing from sound education.

(b) I have no doubt also, that the moral effects produced by these efforts have been good, even beyond the intellectual advance, though the same difficulties have had a corresponding influence.

It seems to be a self-evident consequence of the work done, by means uncontradicted by facts, that many have had the germs of truth and sound knowledge implanted, of which otherwise they must have remained in utter ignorance;—that many have learnt, even in the short time of tuition, something of their own responsibility, and their duties to God and man;—that many have thus acquired the first rudiments of knowledge, which have been of much avail to them afterwards, whilst the very process of teaching has afforded a lesson of wholesome self-restraint, of order, and of discipline, even when the lesson taught has escaped the pupil's recollection. These obvious results only want further development and further care, perhaps, sometimes in more eligible form, to realize the effects of popular education, such as we desire to see. But amongst the moral effects produced and to be extended, we must not forget how the labour and assiduity expended upon an object in which there is no apparent interest, but that of benevolence to the children taught, and how the patience and kindness, and the good qualities of the teachers, have impressed the child, and called for a corresponding and permanent goodwill to all concerned in its training.

But if it should appear, as is but too true, that all these results have not abounded in the time past to the extent to be hoped for ultimately, we must observe, that the acknowledged deficiency of some of the means used in favour of popular education will account sufficiently for much failure; and I look to the improvement of these means and to the accelerating process which will take place when all learning is more coveted by the people, for those great results which time will develop, and which wholesome knowledge is calculated to give.

CHAS. EDMD. RUCK KEENE.

Swyncombe House, Henley-on-Thames,
Oct. 5, 1859.

Right Hon. Lord Lyttelton.

1. THE National School at Hagley has for above 20 years been wholly under my control, and I have always paid great attention to it. I have for that time constantly taught, in the Sunday school department of it, the upper class of boys.

I have also for that time been rather an active member of the Diocesan Board of Education.

In other respects I have had no peculiar opportunities of gaining experience on the subject, beyond what is naturally acquired by a person in my position living mostly in the country, and taking much interest in the matter.

I have no particular knowledge of other parts of the country than this, from experience.

A large proportion of the children in this school (Hagley) belong to the lower part of the middle class (such as mechanics, small farmers, Relieving Officers, &c.) as well as to labourers.

2. It seems to me that, as the *general* rule, in agricultural districts, boys should attend school entirely till their twelfth birthday, and girls till their thirteenth. No doubt there are several exceptions to this, on account of domestic circumstances; but there are also some, though fewer, on the other side, in which children can attend for a somewhat longer period.

But the question points to a very important modification of the system, in the words "*a part* of the year, &c." At this school we have for some time availed ourselves of what is known as the Half-time or Short-time Minute of the Committee of Privy Council, as applicable to the country generally.

The Commissioners, I believe, would learn from that Department, that this school is one of rather a small number in which that Minute has been acted on. I believe there is still a good deal of ignorance and misconception abroad as to the existence and the scope of it.

I have found the Committee very ready to give that Minute effect by a liberal construction of its terms. They require no precise apportionment of time or definition of occupation, and only demand to be furnished with a list at the beginning of each year of boys, (I have not applied it to girls,) to be allowed to remain in the school on the short-time system; specifying generally the sort of work for which he is wanted away from school (as "to work with his father on his land," &c.), and *about* the time to be so employed (as "two days in the week," "a week or two in the autumn," &c.)

We have not yet had full experience; but for about two years we have had twelve or thirteen boys on short-time, who have remained till the age of 14 or 15.* It seems to work very favourably, and I see no reason why boys should not sometimes remain even longer.

3. I shall not attempt to answer the first part of this question in minute detail. Generally, when the children are of average capacity, with a well-qualified master, and with a school fairly supplied with the modern appliances of pupil-teachers, proper apparatus, &c. (all which must be assumed throughout), I should say that they before leaving school may be expected to know in a solid manner the ordinary elements (sufficient for their age, and sufficient for further progress after leaving, if they will attend to it,) of religious knowledge, reading, writing, arithmetic, history, and geography. I would add what has been so much noticed lately as "common things," but to a great extent rather as included in one or other of the above branches than as a

* There is little doubt that most of these would otherwise have wholly left.

separate subject. Thus history should include a competent knowledge of the *actual* state of the world and of their own neighbourhood; geography, a good topographical knowledge of the district, &c.

There are, however, some very important matters, such as sanitary science and political economy, the *popular* and *practical* elements of which may, with great advantage, be taught to children. There are some books with this view; but it must be admitted that they require rather special faculties to teach them well and simply. It would probably be found in most cases almost indispensable that the schoolmaster should have the aid in such matters of some educated persons, as the parochial clergyman.

With regard to music, I apprehend it always can and ought to be taught; I mean merely simple vocal music. "Drawing, and other matters of taste," I think can be taught with results of unmixed good in themselves; but I should say that the time to be given to them should be carefully limited, and that they had better be taught only to children with evident aptitude for them.

Some other points in this question may be better answered under the next.

4. (a) Sunday schools, I apprehend, have somewhat lost their relative importance, with the general improvement in week-day education. The present Bishop of Newfoundland, when Inspector of Schools, about 20 years ago, said in a Report, that Sunday schools were the very salt of the land. They may be so still in crowded places, and where parents are at once actuated by the wish that their children should be instructed and by the desire to turn their labour to account at a very early age; but it seems to me, that, in the first place, 1½ hour is the very outside time that a child ought to be required to give on a Sunday, when he has to attend church, if we would avoid the much greater evil of disgusting him with the day and its services altogether; and in the next place, that that amount of weekly teaching can have no very marked effect.

Parents, however, when well disposed, seem to value the Sunday school; and it undoubtedly has a good general effect, when not *forced* on the children. But with a good week-school, and still more if we have evening classes well attended, I should not consider it well to throw much weight on the Sunday school.

(b) See answer to Question 2.

(c) I am not sure that I rightly understand the words "domestic training." If they mean instruction in household work, I apprehend they relate chiefly to girls, and to work such as washing, cooking, and housemaid's work, and distinct from the common needlework universally taught in schools.

With regard to them, and to boys' industrial work, such as gardening and carpentering, I am not able, from my own judgment or observation, to agree with those who think that any material part of the time (say from 5 to 6 hours) devoted to ordinary school work, should be transferred to them. It seems

to me that that time is not more than is wanted for its usual objects.

But we have found here very satisfactory results, though not very great ones, first from teaching the boys (*i.e.*, a dozen or so of the bigger ones, who have some time for it,) a little carpenters' work for a few hours in the week, by the means of a skilled artisan who comes for the purpose; and secondly, from small garden allotments to about 15 boys, above the age of 10, cultivated wholly out of school hours. On this last system the Commissioners, if worth while, would find full information in Mr. Bellairs' Reports for several years past.

I have no doubt both these have a perceptible effect in prolonging the boys' stay at school.

I have never been able to do more than a very little in girls' industrial training, as we do not find that before leaving school they have gained strength enough for it to any purpose.

(d) Evening schools seem to me of excellent effect, so far as young people can be got to attend them; but as far as I have observed, it is very difficult to keep up that attendance.

Boys who have left school will attend them for a time; and in this place, as long as there was some novelty in the system, the numbers were pretty good, but they soon fell off.

For *giving* elementary instruction they ought never to be wanted, where there is a good ordinary school; but for keeping it up, and for keeping up a general connexion with those who have left school, they are of great value, if only they were better attended.

(e) The system of popular lectures on all sorts of subjects has very largely extended itself, and is constantly extending still more in this country, as well as elsewhere. It is difficult to estimate its precise effects; but I feel no doubt that they are very good, though of a very general, indirect, and indefinite kind. They have, however, many effects not properly educational, of which this is not the place to speak. Educationally, I doubt if they can *convey* instruction in a direct form, except of a very fragmentary and desultory kind; but they unquestionably raise much interest in their subjects, which may be afterwards more effectively followed up; and they give a good general bias to the habits of those who attend them.

Mechanics' Institutes, if really well worked by means of teaching-classes and examinations, have a much more solid effect; but, as far as I have observed, they have but an imperfect bearing on the present questions, for they too often pass over the heads of the real working class (as usually understood), and deal only with the lower middle class.

(f) I have no experience of Free Libraries, as distinct from Lending Libraries. The latter seem to me to work very well, both as confined to the children of a school, and when open to the parish generally; though, as before, it is difficult to trace their exact effects.

(g) Of prize *endowments* I have no knowledge.

Prize-schemes, *i.e.*, prizes for good conduct and attainments, for all the schools of a district, have been established with the best results in South Staffordshire, Worcestershire, and Birmingham. On the former I need, perhaps, hardly refer the Commissioners to Mr. Norris's Reports. On the Worcestershire scheme I may refer to the annual Reports of the Diocesan Board of Education; and I can say of my own knowledge, with respect to it (and to Birmingham to a less extent), that the results have been very perceptible in prolonging the school-attendance, or, which is nearly the same thing, in increasing the average age of the school children; and that the recipients of prizes have almost always been the best and most promising children.

(h) I have the strongest opinion in favour of this suggestion.

I venture to send to the Commissioners a copy of a pamphlet of mine on these questions, to which I shall take the liberty of again referring on other parts of the subject. At present I wish to draw their attention to the letter of Dr. Booth, adverted to in the note on p. 10, and which seems to me nearly to exhaust the question put in the Query now before me.

5. On this point, too, I have a strong conviction that gratuitous education, as the general rule, and of course allowing for such provisions as special and exceptional free endowments, is wholly indefensible. On this point I have nothing to add to what I have said in pp. 3–6 of the accompanying pamphlet, except, indeed, to observe, that the principle that all men ought to pay for the education of their children is not infringed when, as no doubt is the case in all good schools, the *greater part* of the expense is borne by others.

A man ought to pay for his child's schooling. But if he is simply left to do so, he must of course be allowed to do it in his own way, and to such an extent as he chooses. Now if that were done with respect to the poor, they would be content with an education wholly inferior in every way to that which is now provided; and it is so provided, not in order to help them, but from general grounds concerning the welfare of society.

The principle is saved if the parent is required to pay what he naturally would if left to himself, or thereabouts.

6. Before discussing this question, I should observe, that there is no distinct reference in these questions to the important point of the time when instruction should *begin*, as well as when it should end. The main importance, in respect of instruction, of the Infant School, is as an adjunct and preliminary to the ordinary elementary school, by which the superior teaching power of the latter is spared the waste of time and labour needed for imparting the first rudiments of learning.

I fear that the *average* state of education, in this as in other parts of the country, is materially below the standard here referred to, from neglect of the early training just specified, or from the very inadequate recourse had to the educational advantages now within reach of the poor.

Their good results can be but most imperfectly obtained, except by the *best* of our scholars; not by the average.

That children of fair capacity, who do to a fair extent avail themselves of our system, do to a very great degree enjoy those advantages, I have no doubt, from my own observation.

But upon this I will venture to quote an admirable passage from a pamphlet published in 1857, intituled "Our Work," by the Rev. W. Gover, Principal of the Worcester Diocesan Training School near Birmingham, a man intimately acquainted with the labouring classes in that great town: a place which is far from being a too favourable instance as to the effects of early education:—

"The remaining quarter or 24 per cent. are found at day or evening schools between the ages of 11 and 13. These come from the families of the most respectable artisans; the efforts of the teachers are seconded at home; the power of gaining fresh knowledge has been given; the thirst for possessing it excited; situations of a better kind are obtained for them by their parents, and the school and home influence has thus the prospect of being permanent.

"These mainly supply our pupil-teachers; the elder class in our Sunday schools; the candidates for Confirmation; our Sunday-school teachers; the members of Young Men's Associations, and of Provident Societies; the frequenters of our lectures and reading rooms; the agents in many a work of Christian usefulness among their fellows. From these are thus trained that body of whom Birmingham has happily many, and for whose leading influence among the working classes it has reason to be deeply thankful; men exercising self-control and self-reliance, industrious, intelligent, and frank, whose sterling worth can only be known to the full by those who have learnt them well. Let those who deem education resultless study such men as these."

With regard to the nature and extent of the deficiency, I should fear it was pretty equally diffused, in the majority or in the average class of children, over even the elementary branches of instruction, and that they seldom retain any knowledge worth mentioning, if any, beyond reading, writing, and arithmetic.

I should conceive, however, that they are mostly able, before leaving school (and after it, unless they wholly fail to keep it up,) both to read and write and do simple sums, as far as is *necessary* for them, and, to some limited extent, to *read* even as a pleasure and occupation.

7. (a) My impression is, that there are very few parts of the country, and those only in crowded districts, where parents actually find it *impossible* to get school education, *of one sort or another*, for their children.

In my school, when children come to it above the age when schooling commonly begins, and when they come from other districts to settle here (which is very frequent), they have almost invariably been at some school previously.

(b) "Deficient or unskilful teaching," unquestionably, to an immense extent.

"Bad choice of the subjects taught." I should say not, to any serious amount. For there is hardly any range of choice; all schools must teach the ordinary elements, and not many can go much beyond. See also on 4. (c).

(c) Undoubtedly this has very great effect. Almost all parents like to see their children taught to a certain extent, when they have nothing else to do with them; but a very slight weight on the other side will mostly turn the scale.

(d) The "value of the labour of children" is of course the chief of such elements; but that it is more than a powerful *inducement*, which ought to be resisted by proper self-denial—that the labour is *necessary* to the parents, so as to *compel* them to forego a reasonable amount of schooling—on these points, as the general rule, I am altogether incredulous.

I venture to refer to my pamphlet, pp. 7 and 13.

The well-known habits of the Scotch, too, seem to negative the supposed "inability." I have a Scotch woodman, who, out of 1*l.* a week wages, and with 8 or 9 children, paid for 5 of them at school, at 3*d.* a week each.

(e) The answer to this is the same as to (b).

(f) I am not sure if this question points to any particular "laws or social arrangements" of which I am not aware. I can only say, generally, that whatever laws may still remain bearing injuriously on the condition of the poor must no doubt have a very unfavourable effect on the educational state of their children. Such laws may be suggested, according to the different opinions of persons on those subjects; such laws as relate to the system of parochial settlement; or, again, parts of our financial system. But to go into detail on those questions would seem beyond the scope of this paper.

My own impression is, that our laws are more in fault in the way of omission than of commission in this respect. But on this point I may better speak below, to the question about compulsory education.

8. In my judgment the present Government system, as far as it goes, is almost entirely right and good, both in principle and detail.

This seems to be the answer to the further part of the question, as to the effect of the system on the districts which do receive assistance. But with regard to those which do *not*, it is undoubted that there are still immense tracts of the country in which the Government system is almost entirely unknown and unfelt. I doubt whether these can be said to be "affected" by it at all, to any perceptible extent. My belief is, that what are called schools in such districts are still very much what they were 30 or 40 years ago.

9. (a) Concerning Pauper Schools, and the concluding part of this question, I venture to refer to my pamphlet, pp. 11, 12, 21, 22.

I will only add, that on this subject I agree almost entirely with the ample remarks to be found in the Reports of Mr. Jelinger Symons, Inspector of Workhouse Schools.

(b) My opinion is, that if we had to begin over again, the best way would have been to establish Reformatory Schools by law in every county. But the voluntary system to which effect has been given has had so powerful and extended an operation that no one would now think of interfering with it. I believe that Reformatory Schools have already had a very perceptible effect in diminishing the amount of juvenile crime; for instance, at Birmingham, and in the county of Gloucester.

10. I believe that the Government system acts almost entirely in stimulation of voluntary liberality, and that to a very great extent.

I apprehend that "conscientious" objections to it hardly exist now.

11. I have not much experience on this question; but I am inclined to think, that endowed schools for the *lower* classes are decidedly below the average of schools under Government inspection, and not very much above the average of those which are not so.

12. (a, b, c) It seems to me that for schools which can come within reach of the Government system, its maintenance is all that is needed.

But I think the Government should keep steadily in view the fact above referred to, that there are, and are likely to be, large parts of the country, chiefly in poor and thinly-peopled rural districts, and where the parishes are numerous, small, ill-endowed, and with few wealthy resident gentry (as the county of Hereford), but also in new and crowded manufacturing districts, which their system does not in fact touch.

I do not profess to offer detailed suggestions on this question; but I am disposed to think that no "development" or "modification" (properly so called) of the *existing* system will adequately meet these cases. I should rather say, that an *additional* system, running, as it were, parallel with the present one, should be introduced.

I venture to point out this as self-evident, that in a very small parish a school up to the Government mark of efficiency is, almost always, simply impossible.

There is one, and only one, way to overcome this difficulty, viz., by combinations of parishes and District Schools. Even this, from topographical reasons, would be often impossible, and very seldom completely effectual. But the fatal objection is, that a combination of parishes for any conceivable purpose requires an amount of local energy, co-operativeness, and business habits, which, it is quite certain, will never be found, but in a few scattered and exceptional cases. Nothing like the present Poor Law system would ever have been created but by the actual coercion of law. Compare the existing Unions with the number that ever came into operation under Gilbert's Act. And such

legal intervention and coercion is not in question for our present purpose.

I believe that in such districts altogether below the range of the present system, the Government must be content with humble schools, mostly dames' schools, and where more perceptible effect must be looked for from the moral influence of the clergy and teachers on the characters of the children than from any great intellectual progress that is attainable.

For these I would have a separate class of Inspectors, one of whose duties would be to watch every opportunity by which such inferior schools may be raised, and pass into the class now under the ordinary Government system.

I am not much acquainted with the system of Registered teachers, as distinct from Certificated; but I apprehend that, in principle, it aims to a great extent at what I have indicated, and that it has had but a very slight effect rather from errors in detail, which I believe are to some degree in course of removal, than from anything else.

I think the Government should persevere in their course with respect to this Registered class.

(d) I am not sure that I understand this question; but, subject to the above remarks, I see no occasion for any "distinct" or other new "system of public aid and inspection."

(e) It is hardly necessary to answer this question in the negative, after what has been said before.

(f) I am against the rating system, for the reasons stated in my pamphlet, pp. 14–21.

(g) I have no doubt a good deal might be done in this way in various parts of the country; but the manner and extent of it depends on large and delicate questions of public policy and right, the degree in which founders' wills may be departed from or modified, interference with trust deeds, &c., into which this is not the place to enter at length.

Assuming that through executive powers (much larger than they now have) to be conferred upon the Charity Commissioners, (or some such body,) the State may lawfully take in hand the remodelling, to some extent, of endowed schools, I should say that at least so much as this might be done,—the fullest resources brought out from the endowment (speaking only of *educational* endowments) for its actual object. Where the class of society in the view of the founder has come to be otherwise sufficiently provided for, and other classes in the district need it more, the latter might be included together with or even to the exclusion of the former; and where the endowment has been brought by circumstances to be palpably in excess, with reference to its actual sphere of action (of which I believe there are some strong instances), that sphere might be largely opened and extended, on the principle of the Chancery doctrine of *cy près*.

(h) I do not think that much can be done *ab extrà* for the improvement of any of the systems and expedients mentioned in Question 4, from (a) to (g).

They all depend on purely voluntary efforts; and their efficiency in fact arises from, and must always be proportioned to, the amount of local intelligence and benevolence which originates and sustains them. I think the present amount of direct encouragement and aid given to them by the State is as much as it ought to be; and I do not know that more can be done, except that the Inspectors should be directed to be sedulous in *making known* to local managers of schools the full extent of the Government system. From its unavoidable intricacy and numerous and complex ramifications, it is undoubtedly not near so well known as it might be, and the oral communications of Inspectors on their professional tours are much the most effectual manner of making it so.

On Question 4 (h), however, I would speak very differently. I am myself in favour of the utmost extension of the present system of Civil Service Examinations, and that on the competitive principle. If that is objected to, then let it be on that of fixed standards of qualification. And with regard to popular education, I should approve of the system proposed by Dr. Booth, in the pamphlet above quoted, to its full extent.

13. I have advocated compulsory education in my pamphlet, pp. 1–13. I am still of opinion that what I have there proposed is practicable, would involve fewer difficulties than most other plans, and would be to a great extent effectual. But I must admit that since its publication, not only have I seen no considerable signs of adhesion to that particular plan, but the course of public opinion has seemed to tend away from the principle of compulsion rather than towards it.

Assuming, however, that no direct compulsion can be attempted, I should still be in favour of some system of indirect compulsion. Such a system might not be, on the face of it, a *general* system, but yet might have so extensive a scope that practically it should almost be so called.

Such a system, as involving legislation, or action on the part of the Government, would be that suggested by Dr. Booth; the Factory School system is such; and such a system is in force in some parts of the continent, in respect of admission to the army.

Apart from legislation, employers of labour of course have in their hands a very large power in this direction, according to what is known as the "Certificate System." It has indeed been proposed to legislate in this sense, *requiring*, at least in some branches of labour, that such educational certificates should be a necessary condition of employment; but such an enactment would probably be resisted or evaded.

With respect to "schools under the direct control of the State," the religious difficulty alone, not to mention others seems to be conclusive against them, and on grounds nearly the same as apply to an Education Rate. (Question 12 (f).

14. I understand this distinction here to mean, that all National and other ordinary parish schools, and generally all schools in which the teacher is under some external authority,

are called *public schools*; and that *private* (and dames') schools mean what in the North are called adventure schools.

Of this latter I have but little experimental knowledge. My belief, however, is, that the cases where the teachers of such schools for the *poor* are *intellectually* well qualified are exceedingly rare; and I apprehend that it is very much from accidental circumstances, and but little connected with such qualifications, that they are undertaken.

But my impression is also, that in many such cases according to what I said above, p. 284, the teachers of the schools, especially when they are women, exercise a very beneficial moral influence over the children.

I believe that the masters and mistresses of public schools have much improved, and are improving; through the greatly increased pecuniary value of their office, through the higher social consideration they enjoy, and particularly through the special training for their work which they so often receive through the Training Colleges.

These are new features in the case, and are mainly due to the Government measures of the last 20 years.

I believe that on the whole the teachers who have had the full advantage of those measures may be said to be *well* qualified; and that when properly supported and aided by the Clergy and other local influences, any short-comings are far more to be attributed to the inadequate way in which children attend the schools, than to any defect in the teachers.

15. I have hardly any personal acquaintance with any Training College, except the Worcester Diocesan one at Saltley, near Birmingham. With that I have been intimately connected and acquainted from its beginning.

I have, however, always been familiar with the Reports of the Inspectors about all the Training Schools in the country.

I believe that substantially the work done in them is very nearly the same in theory, as is natural, from their being all so dependent on the Government for their very existence, and that it only varies in practice and effect from the necessary varieties of character in those who are at their head.

I believe they are on the whole very well adapted to their object. Even with the ample support they receive from public funds (which is fully equal to what it ought to be), their cost is so large, the private means of the students who attend them so small, and the annual subscriptions from local sources so difficult to keep up, that there are very few of them which do not seem more or less to suffer from pecuniary embarrassments. The more fully they carry into effect their proposed purposes, I believe the more good they will do.

I believe that the teachers they send forth are generally well satisfied with their position. I can say with some confidence that this has been the case hitherto with nearly all those who have gone from Saltley.

16. As relates to my own experience, the Pupil-Teacher system is entirely satisfactory.

I have often heard and read, especially as concerns the North of England, of the difficulty of obtaining the services, as Pupil-Teachers, of really clever and promising boys. It is certain that if the Government in those parts mean to compete effectually in that respect with the demands of trade, they must be prepared greatly to increase the stipends of Pupil-Teachers, which are never more than adequate to their maintenance; but it is not desirable that young persons should be attracted to the teacher's office wholly by its money value, or that parents should not rather be led to exercise some little self-denial in order to raise their children's social position, and embark them in a career so favourable to virtue and religious principle as that of the schoolmaster.

In my own school we have never had any difficulty in finding apprentices from among the best boys in it, and I believe the same may be said of the district generally.

One specific point I would notice in the "results" of the Pupil-Teacher system. It is sometimes mentioned with regret, occasionally with censure, that many Pupil-Teachers, at the end of their apprenticeship, betake themselves to other lines of life than that of a schoolmaster.

Some ground for regret there is in this, no doubt, as Pupil-Teachers, generally speaking, make the best schoolmasters; but even this is only true in a very qualified sense, unless, indeed, the matter complained of prevailed to a far greater extent than it does or is likely to do.

The middle class of life in this country, the large body which occupies the subordinate region of our mercantile and commercial community, are not so imbued with the principles of good order, of self-control, of intellectual industry, of moral and religious culture and discipline, from their early years, as to make us feel much regret at the fact that a few here and there enter into that class, after an education which, though more specifically directed to another object, has been eminently fitted to produce and strengthen those invaluable qualities.

Ground for censure I conceive there is absolutely none. The first object of the Pupil-Teacher system, as I apprehend, was the improvement of elementary schools, through a modification or rather transformation of the monitorial system; and it was only the secondary (though very important) object, to produce a better race of head-masters.

At all events the Pupil-Teacher, by the close of his apprenticeship, has amply repaid, by his work in the school, what has been done for him from public funds; and, as it seems to me, he is as free morally, as he is legally, to choose thereafter his own occupation.

Of course the case alters entirely when a boy enters a Training College, especially if he has a Queen's Scholarship.

17. (a, b, c) It is unquestionably a very satisfactory thing when any system is self-supporting, as schools for the poor would be, if

the fees paid by those whom they primarily benefit were sufficient for their due maintenance: but this can hardly ever be the case, for the reasons indicated above, p. 280. The poor would maintain, and do maintain, schools for the education of their children; but such schools are altogether below what the necessities of the country require. And, on account of those necessities, I conceive there is no object whatever to which public funds or charitable contributions are more legitimately or more usefully applicable, than to that of supplementing what the poor themselves are willing and able to pay for education.

Teachers should, therefore, be paid by a combination of fees and stipends. The best system appears to me to be, that a liberal stipend should be *guaranteed* to the teacher by the local managers; and that they should indemnify themselves by taking the fees up to that amount, leaving the teacher to benefit by them in the event of their exceeding it. Both manager and teacher, on that system, have the strongest inducement to keep up the numbers of the school, and to promote punctuality of attendance and regularity of payment.

I may just allude to the remarkable case of King's Somborne School (unless it is altered since the days when it was under the care of the present Dean of Hereford). That was a self-supporting school; but it was so because the farmers and others of the middle class in large numbers sent their children to the school, being at the same time the ordinary school for the poor of the parish; and for those middle-class children a payment so much higher than that made by the poor was given, that the total of the two reached an amount fully equal to the demand of a superior schoolmaster.

But, in the first place, it is certain that such a mixture of classes will never be general in our schools, and that it requires the unusual combination of qualities which Mr. Dawes brought to bear upon that school.

And, in the next place, supposing that the master was not paid more than his services were worth, and that the fees of the poorer classes were *below* what those services are worth to them, it is clear that the richer part of the community which supported the school was paying for the schooling of their own children, and also partly for that of the poorer ones; which was, in fact, an indirect way of subscribing to the school-funds. Nothing can be inferred from that as to the question whether schools wholly for the poor can be made self-supporting.

18. I cannot undertake to answer this question in a manner sufficiently specific; for it is difficult, without the operation of some special machinery, such as I do not happen to have witnessed, to trace the results of education in a definite manner.

But I can confidently say that, with rare exceptions, in this place the children who have best availed themselves of the benefits offered to them in the school, have turned out the best in after life.

I can also say, with reference to the distinction suggested in

the question, that I believe that the intellectual and moral benefits derived from school education are nearly alike; of course, with occasional exceptions. I have no doubt, however, that that depends on the maintenance of our present system in its integrity, by which intellectual instruction is never separated from moral and religious culture and discipline.

The statistics of this question are more available to the Commissioners from other and more public sources; but I may say that I have never seen a Criminal Calendar at Worcester Assizes, in which prisoners who had any trace of having been tolerably instructed (to say nothing of the moral effects of education), were more than the most insignificant fraction of the whole number. I doubt their being more than 1 or 2 per cent.

LYTTELTON.

Hagley, March 18, 1859.

The Honourable Charles Langdale.

PRELIMINARY.

1. My experience is limited to Roman Catholic schools, and arises from communications connected with the Catholic Poor School Committee.

I.—STANDARD OF EDUCATION.

2. I think it would be desirable that children should continue their attendance at school until the age of 14, but there can be little doubt that even 12 would be a high estimate of attendance in most schools, at least with any degree of regularity. The labour of the child after that age becomes a consideration which few parents are found willing to forego. In agricultural districts 6*d.* and 8*d.* per day may be realized during a great part of the spring, summer, and autumn, by children above the age of 12, both male and female, whilst the assistance of the latter, especially in a numerous family, is but too often a plea for detaining girls at home, even under the age of 12, for domestic purposes. In the manufacturing districts employment even at an earlier age operates against the child's continuance at school.

3. By the age of 12, where attendance has been tolerably regular, the children, and I ought perhaps to add especially girls, from the special character of our female teachers, will have acquired a considerable proficiency in the knowledge of their religion and in the regular practice of their religious duties. Their secular knowledge, though probably embracing a certain degree of acquaintance with grammar and geography, will, I believe, as a permanent benefit, be principally limited to reading, writing, and accounts, and in the girls to the use of their needle.

Could the education be continued from 12 to 14, the advantages, I believe, would be inestimable, not only in adding a higher class of intellectual accomplishments, but I would say still more by adding a lasting proficiency to their earlier acquirements, and above

all by the formation of sound religious principles, which may continue their character through life.

4. (a) Without wishing to express an opinion hostile to Sunday schools, I must consider them as very inefficient, unless as an assistant to the regular attendance on daily schools.

(c) In some of our Catholic schools industrial training is carried on with the happiest results, especially amongst young females between the ages of 14 and 20, affording not only useful but profitable employment, attended at the same time with moral instruction, and preparing them for entering on different situations of life with every prospect of gaining a respectable independence.

(d) Of the importance of evening schools, both for male and female young people, too much can hardly be said, or too great encouragement given to them. Hundreds of both sexes may be found in regular attendance at many of the night schools in the populous manufacturing districts.

(e) I believe that lectures, and still more mechanics' institutes, are not without their danger to the moral well-being of the middle classes, who are their principal attendants. That such is a necessary consequence I will not assert, but I have a strong conviction that not only the course of reading in the latter, but even the subject-matter of the former, require a close supervision against the infidel principles which form but too ordinarily an element both in the one and the other.

5. Though a portion of the poor may require under certain circumstances and at certain periods of the year gratuitous education, I hope and believe that this should be the exception, and that it is desirable that the parent should have the additional interest in the education of his child afforded by his own contribution towards its supply.

II.—Actual State of Education.

6. I am not prepared to give any general opinion on this point, save in so far as it is mentioned above.

III.—Causes of Deficiency.

7. Perhaps in the metropolis more than in any other part of the kingdom, from the precarious nature of the employments of that class of poor with whom I am principally acquainted, and consequently their great poverty, additional schools may be required, whilst the extreme poverty of certain districts where these poor principally reside render it difficult or indeed impossible to fulfil the conditions required by the Committee of Education of meeting their grants by local contributions.

IV.—Character of the existing System of Government Aid and Inspection.

8. There can be no doubt that the requirements by the Privy Council of meeting their grants by proportionate local subscriptions is felt more injuriously by Roman Catholics than any other portion of the community, from the greater number of their poor in comparison with the more wealthy, and from these poor being brought together by external circumstances quite independent of

the gradual and ordinary increase of the population. With the exception of those rules of the Committee of Council which seem to exact the largest local contributions where there are the least resources for raising them, I believe the system, including inspection, generally beneficial.

9. (a) If by pauper schools is meant the congregating together the children from a number of distant parishes and workhouses, I cannot too strongly express my reprobation of a system equally cruel to the parent and the child, utterly alienating the latter from any feeling of affection or respect towards those whom the law both of nature and of God command them to love and reverence.

I believe no system of rearing or plea of instruction can justify such a violation of every human feeling, and I may add, too, generally of every principle of the rights of conscience.

(b) My experience of a large reformatory school in my immediate neighbourhood has afforded me a conviction of the moral reformation wrought in the poor children subject to the control of that establishment.

10. Inasmuch as several schools might not have been built without aid from the Government, such assistance must have called out corresponding efforts from other sources.

In some quarters there exists an unwillingness to connect themselves with the Government system, especially by receiving building grants, but I can hardly call these conscientious objections as long as the ecclesiastical authorities of the Catholic church in England sanction such connexion, which is at present the case.

V.—Endowed Schools.

11. I have no experience in endowed schools, and such amongst the Roman Catholic body must be small in number and of small amount.

VI.—Suggestions.

12. (a) I believe the existing system of Government aid and inspection, which I would especially distinguish as affording the different religious bodies the means of carrying on the education of the children of their poor in their own religious creeds and under inspecting officers of their own approval, is the only system that can be satisfactory to the conscientious feelings of all classes of the community differing, as they materially do, in their religious opinions, and yet earnest in the support of the creeds which they respectively profess.

(c) I have already expressed an opinion in favour of some modification of the rule requiring proportionate local subscriptions to the amount of the grant made, such rule pressing injuriously and unjustly on the poorest districts where schools are most wanted, and where yet local resources are least available.

(f) I cannot too strongly express my opposition to any system of rating. You cannot have rating without local administration, and I have the deepest conviction that sectarian differences would be the inevitable consequence. I should indeed be concealing my sentiments if I did not candidly state that with respect to Roman Catholics in particular such a system would be fraught with the most prejudicial consequences. A painful experience has long pro-

duced a conviction that where a religious principle may be in any way involved, Catholic feeling is so utterly at variance with Protestant prejudice, that the sacrifice of conscience must inevitably arise from any mixed system in educational matters.

(h) The encouragement and aid of night schools is the only suggestions I could offer towards supplying the defective education of the earlier years as well as for preserving and confirming such education as has been already acquired.

13. I believe compulsory school attendance to be impracticable in this country. Schools under the direct control of the State would be incompatible with that religious superintendence which the ministers of religion ought to have over the children of their respective creeds.

VII.—Teachers and Training Colleges.

14, 15. I can have no hesitation in pointing to teachers under religious profession as most effectual for the education of Roman Catholic children; but the excellence of our female communities, devoted to the education of the poor, whether in normal schools or training colleges, needs no comment from me.

16. The results of the system of apprenticing pupil-teachers correspond so closely to the character of the teachers, that the reply to one must depend upon the reply to the other.

17. I should give a decided preference to paying the teacher by stipend, without, however, inferring thereby that fees should not be exacted in all cases, except extreme destitution.

VIII.—Results.

18. I believe you cannot have education, properly so termed, without religion. You may indeed have instruction, but without religion I cannot but consider this valueless, and but too often worse than valueless. I would especially point out the conduct of many of our young women who have had the benefit of education within the walls of some of our religious communities, as exemplifying the permanent benefit of the principles so earnestly there instilled into the minds of those under their charge.

July 4, 1859.

The Countess of Macclesfield.

Preliminary.

1. Experience very limited. Residence among a poor agricultural people, with schools for the labourers' children.

2. I consider it impracticable for boys to remain at day schools beyond the age of 11; nor do I think it would be desirable to retain them longer, as they must acquire practice in the labourers' calling, and too much learning might render them discontented with their natural position and occupation.

If possible, I would induce them to be regular at the Sunday school till they are confirmed, and at the evening school both before and after the age of 16.

Girls seldom remain at school beyond the age of 13, when they become useful to their mothers at home.

Girls receiving parish relief cannot remain beyond the age of 14, as the guardians of the poor then expect them to do something towards earning their own living.

3. By the time a boy leaves school at 11, he ought, (if he began early) to read with tolerable fluency, to write a legible hand, and to have a knowledge of the first four rules of arithmetic. He should be well impressed with the great truths of religion, and have acquired an outline of the principal facts in Bible history. This is the utmost that can be expected.

Girls remaining till 13 or 14 would, of course, be further advanced in the same subjects, and should have acquired a very respectable proficiency in needlework, quite enough to render them very useful as domestic servants.

Drawing and other matters of taste would be quite out of place among us. Singing is useful for psalms and hymns, and gives the children a greater interest in the Church services. It also makes a little variety and amusement during school hours.

4. (a) Sunday schools are unquestionably good, and should be encouraged as much as possible.

It is much to be lamented that at some of the training schools, the young women going out as schoolmistresses are advised not to take charge of the Sunday school. The consequence is that great difficulty is often entailed on the managers. Voluntary teachers, however willing, are often inefficient. Their authority is not respected by the children, who take advantage of the absence of the person whom they have been trained to look up to, and who alone could enforce punishment for any misconduct or breach of discipline.

A schoolmistress is quite capable of undertaking the superintendence of the Sunday school, and it is no greater hardship to require her presence than that of the pupil-teachers, who are always expected to attend.

(d.) Evening schools are very much appreciated by the poor, and are of great value in more ways than one. The small amount of knowledge acquired by boys in the day school may be greatly increased by attendance at the night school. It affords an opportunity to the clergyman of becoming better acquainted with the characters of those lads who, being employed in labour all day, would not otherwise come under his notice, and it enables him (or others interested in the parish) to bring forward any subjects of interest which may be considered profitable for the enlargement of their minds.

The evenings devoted to the school or to the reading-rooms may be reckoned as so many gained from the temptations of the beer-house.

In rural districts the evening school can only be kept up through the winter months, when the labourers leave work early, and when they can attend the school for two hours after dark, without interference with their practice of going to bed early. And even otherwise, it is more than doubtful whether the spirit with which they attend the school during the winter months would not flag if it were open to them the whole year round. For the same

reason it would hardly be advisable to hold it for more than three evenings in the week, where the population of the parish is small.

Evening schools carried on in this manner might be promoted by a small Government grant; but the majority of those now existing are unable to avail themselves of Government aid, owing to the stringency of the conditions annexed.

5. According to the requirements of the Privy Council, every child must pay a penny per week at the day schools; and I should say no better scheme could be devised.

In the night schools tuition is sometimes gratuitously supplied, as it is not always possible for the young men to attend regularly where farming operations may interfere; and they would perhaps attend once or twice in the week, free of expense, whereas if payment were enforced they would not care about coming, unless they could be present every school night.

Many persons, however, are of opinion that education in night schools should not be gratuitous.

6. Doubtless there are deficiencies, and they are well accounted for in No. 7.

7. (a) Where there is a want of schools, it is more likely attributable to want of local energy than to any other cause. Where there is any real desire for the object, funds are generally forthcoming.

(b) There is frequently unskilful teaching, and a want of real and personal interest in the children on the teacher's part. Irregularity of attendance and a diminution of scholars are the immediate consequences.

(c) Want of interest on the part of parents in their children's education is one of the greatest difficulties. They often think they are doing a favour to the managers by sending their children to school. The least domestic hindrance or occupation is an excuse for keeping them at home; and uneducated persons do not seem to understand the advantage of education to their children.

(d) The value of the childrens' labour is a reason that must be respected in counties where wages are very low, and it prevents the possibility of keeping the children at school when they are old enough to earn 2*s.* or 3*s.* a week.

I have never heard parents plead inability to pay the school fees.

8. The combination of religious with secular education is the mainstay of this country. May we never see the day when they will be severed, as education from which the religious element was banished would be far more baneful than general ignorance.

(The remainder of No. 8 is answered under No. 12.)

9. The orphan children of paupers, deserted, and destitute children, are best placed in the workhouse, where the schools afford them a very good education, and they are not in danger of being raised above their natural grade in life.

10. I should imagine the Government system would be more likely to stimulate than to diminish voluntary liberality; and I have not met with persons who object to its existence upon conscientious grounds.

11. Large endowments are valuable and profitable. Small ones are hindrances and stumbling-blocks.

12. The Government system is of undoubted excellence and utility, in many ways and in many places. Where many persons of different views and conflicting opinions (as regards matters of detail) desire to combine in forming and maintaining a school, it forms a basis which promotes harmony and prevents the exercise of individual caprice. It appears to answer best where the population is sufficiently large to make it worth while to pay the large salaries required by trained schoolmasters and mistresses. To small parishes with small means, it is of no advantage whatever. For private schools, many excellent schoolmistresses may be had for about 25*l.* a year, and although they would not pass for a third-class certificate, their acquirements are amply sufficient for the class of persons whom they are called upon to instruct. They have often less self-conceit, are more easily satisfied with their position, and more patient and painstaking with the very dull and ignorant children who form their school, and who are taken from them as soon as a slender stock of rudimental knowledge has been acquired.

In schools such as these for the children of the labouring poor, what can possibly be the use of a certificated schoolmistress, versed in Algebra, Physical Science, Church History, and Anatomy?

The complaint is loudly made all over the country, and cannot be too emphatically repeated, that the standard of acquirement for masters and mistresses intended for the poorer classes is absurdly high, and that the subjects which they are compelled to study are utterly unprofitable for village schools.

If a high standard be imperatively necessary for mechanics' schools, why should not a lower one be created to meet the wants and intellects of a lower class of scholars?

There is no reason why the Government grants should not also be diminished in proportion. A small premium might be granted after some preliminary examination and registration, to the efficient mistress of a village school, depending of course upon the annual report of the inspector. Capitation grants might be allowed on a reduced scale; or a weekly payment to an assistant teacher.

Some such arrangement would be sufficient to inspire a wholesome energy, and would keep her up to the mark in the management of her school, and in the teaching of the following subjects:—

A thorough knowledge of the Bible.
Reading with sense and intelligence, expression, and correct pronunciation.
Accurate spelling.
Writing.
Arithmetic as far as Fractions.
Rudimental Geography and Grammar,

And needlework, which is perforce neglected in Government institutions, owing to the vast amount of headwork required, but which is of more practical use to young women than half the subjects now taught.

In this way many schools would be brought into connexion with Government which now keep aloof, partly on account of the extra expense which would be entailed, and partly from the conviction that the Government requirements would be troublesome and useless,

considering the circumstances of the place, and the vocation of its inhabitants.

13. I would not make attendance compulsory. Nor would I wish for the establishment of schools under the direct control of the State.

14. Answered under No. 12.

15. The training in colleges is extremely overdone. The amount of study required is prodigious, and only those young women who have unusually strong constitutions can stand it.

The report of the examination of Queen's scholars is enough to show the extraordinary amount of knowledge required, and the extreme severity of the study needful to acquire it. Where and in what manner are they to apply it when acquired?

I am persuaded that not one of the best educated women among the higher classes in England could answer half the questions put to a Queen's scholar.

With regard to the strain upon the intellect and health, I can mention three cases, which have come under my notice within the last three years:—

The first, a most promising schoolmistress from the Home and Colonial Institution, died of low fever, proceeding from extreme debility, two months after leaving the college.

The second, from the same place, engaged for a girls' school, was continually in the doctor's hands, owing to her nervous system having been overstrained and shaken.

The third, after being pupil-teacher for five and a half years, was rejected at Whitelands, as not being strong enough, and was recommended to enter the training college at Brighton. She remained there six months, studying nine hours a day, but abandoned it at the end of that time, finding her health and strength would not stand it. She is now in charge of a private school, exempt from Government inspection, and is as good and efficient a schoolmistress as could possibly be desired.

16. The system of apprenticing pupil-teachers appears to answer exceedingly well.

17. A combination of stipends and fees is perhaps the best mode of payment for schoolmasters and mistresses. The prospect of fees in addition to a fixed stipend would act as a stimulus to increased exertion and energy.

Nov. 17, 1859.

Rev. F. D. Maurice, M.A., of Lincoln's Inn.

Ockham Rectory, August 6, 1859.

My Lords and Gentlemen,

As I have scarcely any rural experience, and only a very limited experience of the London poor, I was reluctant to trouble Her Majesty's Commissioners with answers to their questions. Mere thoughts and speculations they must have more of than they desire. If I have determined, not without great hesitation, to send mine, it is only lest I should appear to be negligent of

their request, or indifferent to the momentous subject with which they are occupied.

1.—Standard of Education.

The ideal which one sets before oneself in the education of the poor as well as the rich, is that schooling should never cease, that the lessons of life and the lessons of books should always go on together, illustrating and interpreting each other. If this is an idle dream anywhere, one's first impression would be that it is nowhere so idle and so impossible a dream as in England at this time. The evidence from all quarters, that children cannot be kept at school after they have become useful to their parents, even to frighten crows, being quite irresistible; the difficulty of recovering boys and girls after they have once left their schools being generally confessed, and the attempts to retain them by bribes being very expensive, and, on other grounds, inconvenient; it would seem as if the problem were becoming every day more hopeless, and as if we must content ourselves with the smallest results. And yet, perhaps, this very state of things in which no one is ready to acquiesce, may be the means of bringing us to a higher appreciation of what education is, and to a nearer realization of the standard we have proposed to ourselves than we have hitherto attained. If circumstances oblige us to connect the school with the field and the factory, or practically to abandon it, I can conceive no more satisfactory issue of all our different experiments. The great difficulty, I believe, with English children and Englishmen (it may be otherwise in France and Germany) is to connect the words in books with the facts of life. All the most amusing stories, amusing and tragical both, which are contained in the reports of Inspectors, and other documents, respecting the ignorance displayed by the pupils in schools, will be found to turn upon this difficulty. Oftentimes we cannot help feeling that the most triumphant accounts of successes in school feats only disguise it. The complaint that the good scholar is not always the good workman, however exaggerated and however much contradicted by frequent experience, is a sign that something is wanted which perhaps the perplexities of our present position may be the very means of supplying.

In making these remarks, I have anticipated the answer to the question (b), respecting half-time systems. If I understand that phrase some such system seems to me not merely *a* remedy, but the *only* remedy for the evil which is so notorious. I do not in the least presume to declare what the system should be, or how it should be worked, or to what degree the Government might compel the working of it. The principle up to a certain point is recognized in the recent factory legislation. The possibility of its extension to agricultural districts has been publicly affirmed by the Bishop of Winchester, and, if I do not mistake, by the Dean of Hereford. Of course the difference between the applications of the principle in the town and in the country would be immense. It must adapt itself to the circumstances of each

different locality. The number of local objections and the opposition of local interests may be greater than any one can calculate; still if we are quite satisfied that the end is at once the best that could be obtained, and the only one which can prevent English education from sinking not in an inverse but a direct ratio with the increase of the means of employing capital, and the demand for labour, we cannot doubt that the hindrances will be overcome as others not less serious in former times have been overcome.

4. Though fully recognizing the objections to Sunday Schools (a) which have been raised by Mrs. Austin and other eminent authorities respecting education, I apprehend that they must be regarded in many places as indispensable though most inadequate means of providing for the present emergency. About Industrial Schools (c), I have observed a great change in the minds of thoughtful and experienced persons. I am residing at this time in a parish which contains an unusually excellent middle-school, chiefly for boarders, which was established originally by Lady Noel Byron. She intended it to be a place at which trades should be taught as well as the usual school lessons. While the rest of the institution has prospered, that part of it has been abandoned, not the least from any indifference on the part of those who have superintended the school, but simply from the discovery that it was not answering, or likely to answer, the intention of its foundress. The boys have patches of garden in which they work with great interest, and there are some acres of ground which they cultivate for the school. The girls are taught cooking, washing, and the work of the house; but the tailoring, carpentering, &c. are given up. It would be extremely absurd to generalize from a single instance of this kind; but I believe it is an illustration of the way in which many wise and benevolent persons in different parts of the country have been led to discover that *this* method of joining labour with learning is artificial and unsatisfactory. The employments of the girls in the house are genuine, because the house actually requires to be kept in order by some persons, and the victuals must be cooked. The gardening and field work of the boys are genuine, if it were merely as supplying a healthful exercise. But I doubt whether either the parents or the boys will ever believe that the trade work is anything but play work, and such, I am afraid, it has always a tendency to become. Nevertheless, industrial schools, it seems to me, have been a valuable witness for a half-time system, though they do not at all create such a system, or any real substitute for it.

(d) Evening schools, (e) Lectures and Mechanics' Institutes, are real experiments to supply such a system, seeing they assume that the day is given up to work. *Evening schools* and what are called *evening classes* for the adult population are at present, so far as I know, the only means of encountering the great difficulty of modern English education. I think the evidence is decisive that they have been successful attempts. It does not appear that the students, young or old, in town or country, give any signs of the exhaustion which it had been supposed that those who have

been engaged all day in mechanical toils must exhibit. In general they come fresh enough to their change of occupation, if their teachers are fresh. A schoolmaster who has been exhausted all day in the *same* occupation cannot have this freshness, and must destroy it in those whom he tries to teach. For this reason the *Mechanics' Institutes* and general *Lectures* often appear to be of greater interest. Scientific men, men of letters, professional men, travellers, find an interest in telling what they know to the assembly in some town hall or institute. Their names, and probably their acquaintance with the subject, and their liveliness, offer a great contrast to the sleepiness of the hard-worked school teacher. But apart from that advantage, the greatness of which I do not wish to underrate, he, it strikes me, is far the more valuable person. Continuous *bonâ fide* lessons must be of more worth than occasional and desultory discourses; and taken altogether I believe they will be found more popular, at least with our working classes. The oldest of all the mechanics' institutes, one which Dr. Birckbeck himself founded in Southampton Buildings, has begged for assistance from the Government to save it from sinking into a mere place for concerts and dancing. The mechanics' institutes throughout the country may be preserved by the earnest and praiseworthy efforts of the Society of Arts from falling into that condition. They may be raised into very valuable instruments for cultivating a class above that for which they were originally designed, and perhaps many of that class also; but I suspect it will be by a gradual assimilation of these institutes to evening classes, by their becoming more continuous and less desultory in their teaching. It may be necessary now and then to have a show-actor whose name may be advertised in great letters, but on the whole those who look for results only from work day by day in their fields and at their looms will not be content with the produce which they can earn from these loose and occasional operations.

The experiments which have been made of evening classes in London, especially at Crosby Hall, appear to combine many of the advantages of the institute with those of the school. They are conducted by men of general intelligence and knowledge, not by professional and overtasked schoolmasters. The instruction given in them is regular, and not accidental. They are much frequented by that important class of men, the clerks in offices; and they appear to have awakened a zeal for knowledge in many who have not benefited directly by their lessons. The experiment of the same kind on a still larger scale at King's College shows that there is a desire for instruction of all kinds among the members of this class, and that they would willingly forego the recreation to which they have earned a right for the sake of it. All the best work then that has been done for education in these latter days proceeds upon the assumption that something like a half-time system is possible, that great approximations may be made to it without any legislative interference at all, and that the

more it is adopted the more hope there is of any steady improvement in the different classes of our community.

An application of the same principle has been attempted in the Working Men's Colleges, the first of which was established at Sheffield, and was noticed in a lecture by Professor Playfair delivered in the year 1853. This college was set on foot by the people themselves. Those in London, Cambridge, Oxford, Manchester, Salford, Halifax, Wolverhampton, have been instituted for the most part by professional men. They differ from the Mechanics' Institutes in the points in which the evening classes differ from them; only that they make a greater effort to organize their studies, so that though the pupil may only enter for one or two subjects he may feel that those subjects belong to a course of discipline. The other and more important difference is, that they aim at communicating to both the teachers and the students a corporate feeling, like at least in kind to that which exists in our older schools or colleges. There being not only in London but in every provincial town of England young men of the upper or middle class, possessing a certain amount of education which is likely to go to waste if there is not some worthy use to be made of it, there being also a great and increasing desire among these young men to cultivate sympathies with the working people, which desire is likely to become fantastical or even mischievous if no scope is provided for it, and no reasonable direction given to it, the project of bringing such teachers into a college together with those of a lower class, who should be willing to learn from them, appeared likely to be beneficial to the one as much as to the other. Experience will of course be necessary to make them understand their relations to each other. In each locality different maxims may be adopted as to the government of the College, whether it shall be more vested in the teachers or the students, all the usual difficulties, with a demand for wisdom and good-temper to meet them, must arise before the best arrangements are discovered. But the principle, so far as it has been tested, has not I believe disappointed those who as teachers or pupils have taken part in these institutions. They are inclined to hope much from it, the more they have discovered of their own blunders and inefficiency in working it out. Some of the difficulties which give most trouble to educational theorists have been found in these institutions to be capable of a practical solution. Theological instruction for instance may be offered by the teachers if they can agree among themselves who shall conduct it, without any offence to the particular opinions of the students, or any compromise on his part, seeing that they may accept or refuse it as they like. And to take another instance, the desire which has sometimes proved fatal to mechanics' institutes, for mere amusements or recreations, may be naturally gratified and take a healthy and manly form in a College, where the cricket club or the occasional excursion may promote, not hinder, the regular work of the evening.

(f) Free or lending libraries, I conceive, are of exceeding value

as adjuncts to education. Whether they are prized when they are separated from it I think is uncertain. The most successful library in England, I presume, is that which is attached to the Peel Park and Museum in Salford. If the mere books were separated from the treasures of art and nature which are collected there, and did not recall the noble sympathy and care for the enjoyments of the people, which is exhibited in the whole design, I cannot imagine that they would be sought for with the eagerness of which the reports speak. I saw men almost in rags getting out books on a morning of last winter, and heard from the librarian of the perfect success of the very simple precautions which he took to prevent the loss of any of the numerous volumes which pass into the hands of the same class in the course of the year. But I could not help recollecting in contrast to this fact a scene which I once witnessed at a Vestry Meeting in one of the largest parishes in London, where the proposition for the establishment of a free library under the provisions of Mr. Ewart's Bill was rejected amidst hootings and howlings by a majority of certainly a hundred to one.

(g) Prize schemes or prize endowments, I conceive, would stimulate certain kinds of study for a time. On the general course and tenor of education I suspect they will operate as bounties have operated upon trade. But I speak with hesitation, knowing that I am dissenting from the judgment of wiser and more experienced people.

(h) The distribution of minor State appointments on educational grounds, would, I have no doubt, give confidence to the middle classes, and perhaps also to the working classes in the general equity of the Government and its willingness to dispense with the use of patronage for discreditable purposes. Regarding the measure with reference to education merely and not to its political advantages, I should think its importance had been overrated. The proportion of those who become clerks by profession would be greatly increased. I do not see how it could materially improve the education of those who continue to be field labourers, shoemakers, tailors. And surely this question is the serious one for us to consider.

I believe in my answer to question (4) in its several divisions, I have *indicated* better than I could have *expressed*, my opinion respecting the points which are touched upon in (2) and (3), so far as I have any means of forming an opinion about them. I should find it exceedingly difficult to define the amount of education, religious or secular, which children or men might be expected to receive within any given time. Nor have I been able to fix any time at which the education should begin or should terminate. My own inclination would be rather to limit than to increase the number of subjects commonly introduced into our primary schools; and, on the other hand, to offer adults a very wide choice, it being always presumed that the teachers are competent to assist them in making the choice, that they understand something of the relation between one study and another, and that they are con-

scientiously anxious to discourage in their pupils a desire for the *omne scibile.* I cannot have the least doubt that it is desirable to include both music and drawing among the subjects taught in adult as well as in primary schools. The advantage of cultivating both the hand and the eye, as well as the ear and the voice in children, must be very great for the sake of their after life, if they should never become either draughtsmen or singers. Nevertheless, I suppose it has been proved by Mr. Hullah in one of these studies,—and I think I may say confidently from the experience of an institution in which I have the honour of taking a part, it has been proved by Mr. Ruskin and several eminent artists in the other—that even those who have had no early advantages can acquire both theoretical knowledge and practical ability in mature age.

With reference to the question in No. 5, I should answer that I cannot doubt that there are poor who must receive education gratuitously or not at all. At what point of poverty the necessity begins, or what local circumstances may determine it, I do not feel myself competent to affirm.

II.—Actual State of Education.

III.—Causes of Deficiency.

I do not think that any general observations of mine upon either of these heads would be of much worth. Her Majesty's Commissioners will no doubt be supplied with a great variety of details which I do not possess and which might entirely alter my conclusions.

IV.—Character of the existing System of Government Aid and Inspection.

It seems to me that the present Government system of aid and inspection has this great test of worth, and of adaptation to our circumstances, that it was reluctantly accepted by those who established it, after a number of experiments to construct a different one; and that no scheme which has been proposed as a substitute for it has been able to make the least head against the opposition of the different parties into which the country is divided. Nothing I think causes such despair in the mind of any practical friend of education in this day as the announcement of a motion in Parliament for the introduction of some more perfect arrangement. So far as I can see there is less of compromise, more of a frank admission of facts as they are, in the present method of granting help to all who can prove that they are helping themselves, than in any of the plans, however ingenious and however many valuable hints they may contain, that have been imagined by those who are impatient of the irregularities and incoherencies in our social state which the grants of the Committee of Privy Council disclose to us. As long as we are a nation of sects it is surely more honest to own the truth than to ignore it. By taking the last course we do not abate the evil in the least; we do not make

sectarianism the least less rampant or less injurious to education. We deprive ourselves of some of the forces which might contribute at least their quota to the removal of ignorance; we produce an artificial cohesion of parties which the first energetic movement in any one of these utterly destroys.

I should wish to see the maxim upon which our grants are at present distributed faithfully acted out. I do not understand the need of the restriction respecting the union of religious with secular instruction in every school which receives a grant. The secularists have a definite creed of their own. Why should they not be recognized as a sect? Much more, it seems to me, than a mere theoretical consistency would be gained by this expansion of the rule, much more than the mere concession, which I hold to be very important, that any knowledge however obtained and by whomsoever communicated is better (and especially is more favourable to the reception of Christian truth) than the ignorance which it displaces. I believe that the whole question between the secularists and those who differ from them, as radically and fundamentally as I do, would be placed on a much safer and more satisfactory footing. They would have a fair field for their experiment; it would be seen whether practically they are not obliged to appeal to some other principle in human beings than a regard for their material interests before they can educate at all, and what is involved in that appeal. Till this justice is done to the secularists, I do not think any real justice will be done to the principle of those who hold that theology is at the foundation of all education; or to the convictions of the English people, which vibrate uneasily between these two beliefs, and are still seeking for a resting-place. With these remarks, I will proceed at once to VI.

VI.—Suggestions.

12. I have said all that is necessary in answer to (a), (b), (c), (d), so far as they refer to Government *aid*. In reference to *inspection*, I cannot wish that that which is local or conducted by different religious communities over their own schools should be merged in that which is ordained by the Committee of Privy Council. But on the other hand, I cannot imagine any which will be a substitute for that or will be on the whole as good. Experience proves that the Government commands the services of a body of exceedingly accomplished and impartial men, able to throw light upon the condition of the country generally, as well as to improve the character of particular schools. No doubt they have great temptations, even when all these qualities are in exercise, nay, from the very strength of some of them. They often may not allow for the great amount of stupidity in the mere dealing with books which co-exists in the minds of English children and Englishmen with practical sagacity. They may make clever exposures of the one when they would be doing more good by bringing out or helping the teacher to bring out the other, the only effectual correction of it. They may come with a too-well arranged rubric

of subjects and of questions. They may sometimes be very unjust in the judgments which they pass upon really earnest schoolmasters; as unjust in their panegyrics upon clever superficial men who have a knack of cramming children for examinations. But, notwithstanding these objections, which can only be removed so far as I see by such rational conceptions respecting education throughout the country as would guard the guardians and deprive their words, when they were not just, of any power or sting, the introduction of these inspectors into our schools will be regarded, I think, as an era in English education.

(e) I need scarcely repeat what has so often been said, that the phrase *voluntary principle*, when it takes a mere negative shape, leads to innumerable confusions. No one, I suppose, doubts that any system must be bad which tends to crush, that any system must be inefficient which does not help to awaken, the wills of those upon whom it acts, either to receive or to impart knowledge. The question between the supporters and opposers of any plan is, do they tend to crush, are they likely to awaken the energies of different classes, including under that word their liberality as givers of money, the zeal and faculty of those who have the gift of teaching, the sense of responsibility in those who as landlords, parents, neighbours, can influence others to learn. So far as I can judge, the experience of the last twenty years shows very decidedly that the interest of the Government in education has stimulated all kinds of men, and none more than those who describe themselves as voluntaries to efforts which they would not otherwise have made, and to a more wholesome, less merely party, direction of those efforts. The evidence from the same facts is, it strikes me, as clear, that any experiments whatever to make the Government itself (except in some very special cases) the teacher of the land, would have the effect of exasperating party feeling, not of awakening the honest and healthy zeal which is dormant in every party, and of leading those who belong to no party or make an ostentatious profession of belonging to none, to become angry champions for a scheme which should combine the weaknesses and not the forces of all that are now striving with each other.

I have alluded to exceptional cases. Those of pauper and reformatory schools, to which allusion is made in No. 4, suggest themselves as the most obvious. And yet, after the experiment of Kneller Hall, I scarcely know how it is possible to introduce a direct Government education even where the call for it seems the greatest and most obvious. No better method of making Government control felt when it is wanted than that of establishing a training school for the masters of pauper schools could perhaps have been devised. The management of it was committed to one of the most conscientious and wisest men who could have been found in England; no expense was spared. And yet the failure is notorious. I do not know to what possible cause it can be attributed but to some unsuitableness in the conception of such a school to the habits and character of Englishmen.

(f) The desire for a system of rating has I presume two main supports; one the dislike to centralization, the other the hope that some arrangement will be found in each district for combining the schools and diminishing the influence or preponderance of religious parties; while the Committee of Council or the President of Education can only take what they find, and may strengthen rather than abate existing divisions. With respect to the first point I have already indicated my aversion to any system which shall make the Government anything else than the awakener of local activities. So far as it is this, it cannot be centralizing in any evil sense of that word. It absorbs nothing into itself; it merely sends forth the powers which it has, to encourage those which it has not. With respect to the second point, I should fear that all party virulence would be immensely stronger, more obstinate, and more obstructive in small circles than in a large one; that whatever difficulties are found in coming to a settlement in the House of Commons, would be renewed and aggravated in each separate constituency; that the triumph of a majority, however the local education board might be constituted, would be purchased by enfeebling compromises, and would always give rise to the rival schemes of one or of several minorities; that so the course of education would really be thrown back many years; and that possibly in disgust and despair the country would be driven to accept a system of very despotic centralization. These fears may be groundless, but I think they ought to be seriously considered before we change the ills that we know of for others that may be much more serious.

13. The question of compulsory education ought not to be discussed by any person who is not prepared to meet the demands of Her Majesty's Commissioners, by explaining *whom* they would compel, and how they would enforce the obligation of ensuring the attendance of the children. I do not see my way upon either of these particular points, and therefore anything I might say upon the general matter would be little to the purpose.

"The difficulties arising from differences of religious belief" ought to be discussed with the greatest carefulness and minuteness by any person who recommended a departure from the system upon which the country is acting now. As I have merely urged the continuance, and in one instance the enlargement of that system, all my observations upon this subject are contained in the answer to question 4.

VII.—Teachers and Training Colleges.

So far as I have been able to observe, the Training Colleges are the greatest blessings that have been conferred on the land in the last quarter of a century. In their present form they came into existence nearly at the same time with the Government system of Inspection. That system, I doubt not, has added much to their efficiency, but I suspect they have done still more to counteract some of the evils which attach themselves almost inevitably to it. An efficient teacher trained in one of these institutions, has

acquired certain maxims and habits, and a corporate feeling, which incline him, I should hope, in general, to accept with much thankfulness, the reproofs and corrections of the Inspector, but which also enable him to hold his own ground, and to feel that he, not the Inspector, is responsible for the well-being of the school, and of his pupils. I do not believe that Training Colleges can have in the least disappointed the hopes of those who thought they would give our schoolmasters a position which had in general been wanting to them before. The fears of those who said the schoolmasters so educated would be likely to forsake their profession and seek for more gainful positions, as clerks or government officials, have been confuted by the statistics of all our training schools. Pecuniary motives could not tempt them to forsake their office that they might become curates; the desire of a higher position in some cases might. But the discretion of the bishops and their unwillingness to ordain those who have not a superior education are sufficient checks upon this ambition. That there will be many instances of self-sufficiency in the new race of schoolmasters, that the consciousness of the efforts to give them a higher position and a more enlarged culture may sometimes throw this self-sufficiency into a form which is specially disagreeable to those whose minds have been formed in the habits, good and evil, of an older time, I make no doubt; but on the whole I believe very much is done at these training institutions to check any such tendencies. The higher and more really refined the culture there the more they will be restrained, and the more fitted, I believe, the teacher will be for the very poorest and roughest scholars; I mean, of course, if refinement is connected with manliness and not effeminacy, with genuine and not affected reverence. It is so, I am satisfied, in all the colleges with the conductors of which I am acquainted.

VIII.—Results.

I do not think that the mere fact of passing through a certain intellectual drill, even if it be on the whole a well-conducted drill, necessarily produces any harmonising effect on the manners of boys or girls, men or women. I think very considerable results may be produced and feats of remarkable dexterity performed at examinations by those who exhibit no special fidelity in their work, and do not ultimately prove good citizens. The directly opposite statistics which are brought forward to prove that the increase of education checks the increase of crime, or goes on *pari passu* with it, may all, I conceive, be true, and would all deserve attention if one were able by further examination to ascertain the quality of the education imparted in either case. As this must be nearly impossible, and as the attempt would involve a number of hasty and illiberal generalisations, I do not see what conclusion we can come to which is on the whole safer than this,—that the moral character and tone of the teacher will have more influence than anything else upon the moral tone and

character of the pupils; that this moral tone and character will be displayed in every part of his behaviour to them, but in nothing more than in his determination that their intellectual training shall be simple and manly, not pointing to display but to practical results; so at last the two merits will be found to coincide in him and for the most part in his school. That which produces the best moral results will produce the best intellectual.

I have the honour to be,
My Lords and Gentlemen,
Your obedient servant,
FREDERICK D. MAURICE.

The Education Commissioners.

Rev. G. Marshall, M.A., Vicar of Pyrton, Oxfordshire, Rural Dean, and late Censor of Christ Church.

PRELIMINARY.

MY immediate opportunities of obtaining information personally upon this subject have been limited to the last three years that I have been in charge of an agricultural parish, but my attention has been directed for many years to education in general. In the present instance, I am largely indebted to my neighbours, who have given me the benefit of their experience, subject to my own observation. Some of the hints suggested below were kindly furnished me by the clergy of the rural deanery, who took into consideration various questions proposed by the Commissioners.

I. 2. In country schools the limit of age is practically about 11 for boys and 13 for girls. After that time the services of both, either at home or in the field, become too valuable for their parents to leave them longer at school. If the boys can be kept in the Sunday school, which must generally be managed by the inducement of a clothing club, or something of the kind connected with the Sunday school, or if, as is sometimes the case, they return to the day school for the winter, after being employed in farm work during the summer months, there is no great reason to complain. Evening schools, as far as my experience goes, are a most useful auxiliary to the parish school. Girls have not generally the advantage of attending such schools; but they can be kept on an average about two years longer at school in the first instance.

Limit of age what: how practically enlarged.

3. Girls and boys may easily acquire, at a school properly managed, a sound acquaintance with the principal parts of the Old Testament history, and with the Gospels and Church Catechism. I should be disposed to insist much upon the advantage of learning by heart a certain number of texts and the collects of the Prayer Book, and a few well-chosen hymns. It is, in my opinion, important to store the memory of poor children with such knowledge, as it will not be wholly lost in later life, while information of a more general kind is apt to be forgotten.

Religious instruction given at village schools.

In point of secular instruction, reading, writing, arithmetic, and the elements of geography, are as much as can generally be ex-

Secular instruction.

Girls how far qualified for domestic service.

pected. With girls, needlework and household work are generally substituted for part of the time given to writing and arithmetic by the boys. The degree in which girls can be fitted at village schools to take places as domestic servants must depend upon local circumstances. Where judicious superintendence is exercised by a lady visitor much can be done in this respect. From some country schools girls obtain good places without difficulty as soon as they are ready to take them. Some of the children who have a tolerable ear may be taught the notes of music with advantage, so as to join in the church singing, in which they generally take pleasure. Beyond this it would not at present be practicable to extend the education given to agricultural parishes in general.

Amount of instruction in a *good* school.

3. *cont.* I add some remarks upon this head which have been forwarded to me. "By 12 years of age, on an average, children "in a good school are up to the general standard required by "Government for *candidate* pupil-teachers. They have also a "general knowledge of English history, and have attained a higher "standard of religious knowledge. *Vocal music* should be taught "to all children from their infancy. Time could hardly be found "for *drawing*, even for boys, when they leave school *under* 12 years "of age. In towns, *drawing* would prove valuable for most trades, "and in the country very beneficial to young men as an innocent "home amusement."

Sunday schools, how useful:

4. (a) Sunday schools, more especially for boys, are of great service in keeping up any knowledge already acquired, and of adding to it in some degree. Where suitable teachers are found, and proper classes formed, boys can be kept at the Sunday school from 11 years old, when they generally leave the day school, to the age of 15 or 16. To ensure this result, however, it is desirable that some sort of advantage should be held out to the older boys, who would generally form the clergyman's class, which they would forfeit by not attending the Sunday school; this is generally in the shape of a clothing club. The instruction given by means of Sunday schools to the children who attend the day school is not of much moment; but it is of great value to those who have left the day school, as, besides the knowledge conveyed, their attendance at church is secured, and they are kept out of harm's way.

especially in maintaining a good understanding between teacher and scholar afterwards.

The chief advantage, however, to be derived, in my opinion, from the attendence of the elder boys in the Sunday school is, that a good understanding is kept up between the clergyman and the young men of the village at an age when they are rather difficult to deal with; and when they leave the Sunday school an amount of influence is retained, or at least a knowledge of character acquired, which may afterwards prove very serviceable. In the case of girls, the same advantages are secured in a less degree; but in both sexes the senior class of a Sunday school is a very important link between the older and younger portion of the parish.

(b) Upon half-time systems I have had no experience personally, but I beg to submit the following remarks upon the half-time system, as applied to an agricultural school, furnished me by a family better conversant with industrial schools than any other I am acquainted with, and whose opinion is entitled to great respect, as they have largely contributed, both in money and personal exertions, to the education of the poor in six parishes with which

they have been connected. Their statements are as follows:—
"Having had an agricultural school for boys for 11 years, we can speak most favourably of the good effect produced by taking boys at the age they usually leave the day school, say 9 or 10, and letting them be half their time at school, half employed in gardening, &c., entirely removed from their homes, living under an industrial master and matron till they are 16 years of age, when they can take good places as gentlemen's servants at home or in the colonies. At present the master and 18 boys cultivate 16 acres with very little extra help at busy times. If such a school was objected to by the farmers, that difficulty might at once be removed by allowing a gang of the boys, always under their master to work occasionally for the farmers in cleaning land, hay-making, &c. They would be very serviceable and soon show the value of their training. Besides, selecting only the most promising boys from the National school, plenty of drudges would always be left. The first establishment of such a school is the great expense, though it never becomes remunerative, but it might be tried wherever there exists an old endowment. The Government assists considerably in such a school withont imposing any conditions. When there are not funds for an industrial boarding school, considerable good has been done by giving all the elder boys in school gardens, which they cultivate three or four afternoons in the week (instead of being in school) under the eye of the master, who has his garden near theirs. By selling their produce, and gaining prizes at a horticultural show, sufficient money comes in to the parents to induce them to keep the boys longer at school, while the boys are trained in useful industrial habits, and when they finally leave school they look higher than being mere ploughboys. In this case the master's wife and the pupil-teachers take charge of the girls and the younger boys in the afternoon. In Government schools where there was an assistant master, or in schools not under Government, where the master's wife could assist, the industrial hours might be extended, so that the master and boys might work half a day for the farmers without the expense of a separate industrial master. In towns, even more benefit would accrue to the boys by teaching them trades, &c., viz., some of the best union schools, where the boys' education is carried on till about 15, when they are able to support themselves by means of some trade which they have learnt at the same time."

Half-time system.

Agricultural school, how worked;

With reference to union schools, the establishment of agricultural schools would seem there to be highly desirable, since the maintenance of the inmates is already a necessary charge upon the county. At the Henley Union, to which we belong, this system is acted upon in some degree. Four acres are cultivated by the boys of the union workhouse, under proper superintendence, and although this quantity of land only admits of spade husbandry, the boys are much sought for and obtain places more easily than others not so trained. It is thought that this experiment might be usefully extended, and persons entrusted very much with the management of the system assure me that, considering the cost necessarily incurred in any case, such a plan would be economical in working

beneficially attached to union schools;

and beneficial in its effects upon the boys so trained, if kept within reasonable limits and under proper supervision.

not self-supporting.

But there is a general agreement among the friends and opponents of the system, that a half-time farm school, *i.e.*, where farm work occupies part of the time, and the rest is given to the business of the school, will not pay its expenses, nor will the farmers consent to employ boys for half the time, nor can they be expected, as such a plan would cause great inconvenience.

Evening school very useful and popular with high and low.

(d) No institution in the kingdom, I believe, is more deservedly popular with rich and poor, than night schools, especially in agricultural parishes. Some scholars come from a wish to improve themselves; their example brings others, while a warm and well-lighted room, instead of the discomforts of home, is not without its attraction.

It is, however, of great importance that the farmers in the parish should support the night school, which I have found them willing and anxious to do. The night school is one of the best means of keeping a parish together, and tends to promote habits of good order, as well as to convey information. One serious difficulty is to procure suitable books for reading at such a school. They ought to be interesting, not difficult, and moderate in price, as many copies have to be procured, and the expense falls almost entirely upon a class little able to afford many extra expenses, as the farmers will not in general give money, though they will time, for the purpose. In villages the want of night schools for girls is not much felt; they are longer at school in the first place; they are generally after 14 engaged in some kind of service, or, if at home, so much occupied as to have little time to spare, and they are better indoors.

Village library very desirable.

(f) Any collection of books to which the poor have ready access under certain regulations is a great boon to a village. It is very desirable to encourage a taste for reading, as it keeps the men away from the public-house; and if the books are well chosen, useful information can be given. If some opportunity of the kind is not afforded, even tolerable scholars lose ground very much after leaving school, and forget almost all they were taught.

Prize schemes promising.

(g) Prize schemes are useful as a means of retaining the most promising scholars, and of furnishing a test of the efficiency of schools. They promote emulation among masters and scholars, and tend to keep the class of boys longer at school who derive most benefit, as the parents will readily consent to allow their children to continue longer at school if they have a fair chance of some distinction. But the system is still in its infancy, and more time is required to judge fairly of its effects.

Sunday and evening schools gratuitous.

5. Sunday schools and night schools are, as far as my experience goes, wholly gratuitous, and they would be very likely to break down, if any change was made in this respect. In day schools, opinion is, I believe, almost unanimously in favour of the children's parents bearing part of the expense. The minimum payment of 1*d.* per head fixed by Government as the condition of their rendering assistance, is generally thought to be too low, and causes difficulty in places where such assistance cannot be resorted to. There seems to be no doubt that parents take more interest in their

Government minimum of 1*d.* per head too low.

children's progress at school, when they contribute part of the funds themselves, and they are very anxious to have a good school within reach for the sake of their children. In several instances I have heard the poor discuss the merits of different schools with which they were acquainted, and I have never known them raise any difficulty, when not in actual want, as to the payment of the weekly head money. In agricultural parishes it would be out of the question for the poor to defray the whole expense of the school, and there is every reason why they should bear part.

State of education not wholly satisfactory, but improving.

II. 6. Education has been making rapid strides in country parishes of late years, mainly owing to Government grants and the exertions of the clergy as a body, but still the schools are far from being in a satisfactory condition. Persons qualified to judge reckon the proportion of good schools to bad and indifferent as 1 to 10 or 12. In our own neighbourhood, I think, the proportion of good schools would be higher; but though the state of things is not satisfactory, the importance of good schools is everywhere acknowledged, and there is a general tendency towards improvement.

Existing causes of deficiency prevailing more or less generally;

III. 7. Deficiency, as applied to schools, must always be a relative term. Schools cannot be expected to be so good in a poor and thinly populated district as in a rich and populous one. Regard being had to this distinction, the causes of deficiency generally allowed to exist are—want of money;—want of interest upon the part of parents in their children's education;—want of time and attention bestowed by the clergyman of the parish;—employment of the mothers in the fields, as the elder children are then kept at home to take care of the younger;—want of skill or interest on the part of the schoolmaster or mistress;—early employment of children, and their consequent withdrawal from regular attendance at school;—want of industrial work in connexion with the school.

the most important of them.

The most serious obstacles are the want of interest felt by parents, and the value of their children's labour after the age of 10 or 11, increased, no doubt, by local circumstances. These causes may be to a certain extent counteracted and diminished, but they cannot be entirely remedied. Circumstances, of course, vary much in different parishes. The amount of influence brought to bear in favour of education is very different in different places, and there must be degrees in the knowledge and fitness of schoolmasters. In this neighbourhood great interest is taken by the higher classes in the education of the poor, and there is not generally any great lack of instruction to complain of as suited to existing wants. The more promising children will probably remain longer at school, as parents find that their children's labour becomes more valuable to their employers in proportion as they are better educated; and prize associations, which point out the children of greatest ability, will tend to the same result, partly because persons interested in the school will be likely to help such scholars as do the school credit, and partly from the inducements held out in the shape of rewards to those that acquit themselves best. A comparison of the younger part of the population with the elderly and middle-aged shows, however, a great improvement to have taken place within the last 20 years, and it would be better, in my

opinion, that such an improvement should be gradual and progressive, and assistance granted rather in answer to wants felt and expressed, than that there should be an attempt at a uniform standard. Exceptional cases, as, for instance, scattered districts in the hills, at a distance from the village where the parish school is, are difficult to provide for, and the chief deficiencies in this neighbourhood are found in such situations.

Additional cause reacting on the poor; bad state of education amongst the lower part of the middle class.

I must add, however, another cause of deficiency, which, though it acts indirectly, seems to me to produce considerable effect. I mean the low state of education in the class above the labouring poor. This causes jealousy among the farmers, when attempts are made to raise the standard of education among the lower orders. They remark, what is quite true, that there are far greater opportunities for the labourer's children to acquire a sound education than for their own. As a rule, farmers take little interest in the day school, and contribute nothing towards its expenses. The education of the lower classes cannot, in my opinion, be placed on a prefectly sound footing, until that of the class above them is improved, and a proportionate advance takes place among all orders of the community, which at present is far from being the case.

Causes of deficiency otherwise stated.

III. 7. *cont.* I venture, again, to draw attention to the causes of deficiency stated by some friends who have worked agricultural schools in six counties.

(a) "Want of schools, &c. is the least of these causes; very few places now exist without any schools.

(b), (e) "In most schools not under Government inspection, these causes exist to a great extent, but are seldom found among trained teachers properly supported and looked after.

(c) "It is hardly possible to exaggerate this difficulty; children would be seldom sent to school after the age of 'getting them out of the way,' but from their own desire, or some pecuniary advantage.

(d) "This is a pretext, but no valid excuse, under 10 or 12 years of age.

(f) "Where farmers sublet the cottages, or are in any way powerful, they usually tyrannize and oppress the poor, to prevent their education, to a degree it is impossible for them to withstand."

IV. 8. The principle upon which Government at present proceeds seems open to no valid objection. Some districts fall behind others, no doubt, under the existing system, as they would under any other, but they are gradually affected by improvement in other places, which at length extends to them. The system may be in some cases injudiciously worked: but the progress of the country is the best proof that the Government plan is, as a whole, judicious. To quote again the same authority to which I have referred before,—

Government system to be maintained as at present upon the whole.

"It is impossible to over-estimate the benefits which the Govern-
"ment system has worked for education, by stimulating local
"exertions, by so greatly improving the race of teachers, school
"books, &c., and school buildings. By the last Minutes, almost
"the poorest districts will be able to avail themselves of these
"benefits, and even places which will not accept the system are
"stimulated to greater exertions by the general advancement."

Majority of well-informed

The present system has undoubtedly the merit of calling forth generally a great amount of local exertion, nor do I see how it can

very well check private liberality. Very few persons who have thoroughly examined the subject and take real interest in the working of schools raise conscientious objections, and certainly the dissentients are not entitled to weigh against the numbers and authority in the opposite scale. persons favourable to it.

V. 11. Small endowments in schools generally are found to hamper them with vexatious restrictions, and *do* have a tendency to check private liberality. No good schools for the poor that I know of are so endowed. One of my informants says, "We hardly "ever heard of an instance of an endowed school doing any good. "Endowments *are* the greatest obstacles to advance or improve- "ment in education, deprive the upper classes of interest or "power in the schools, and make the teachers independent and "lazy." This extract, in my opinion, pretty accurately represents the state of the case. Small endowments in country schools do harm.

VI. 12. (a) Well-informed public opinion is, I believe, decidedly in favour of maintaining the existing system of Government aid and inspection in the main, but I think that occasional modifications will be found desirable, as follows:—

(c) There are some very competent masters who are not certificated, and some schools in the construction of which the Government requirements have been found too expensive, which are, nevertheless, in a very satisfactory state as regards management, even when compared with schools under Government inspection. It would, I think, be a great boon if there were a discretionary power lodged somewhere, to extend assistance to certain cases which now lie beyond the pale of Government aid, after proper representations and satisfactory inquiry being made. In the case of night schools every facility should be given, and hardly any condition attached beyond the proof of sufficient means of instruction and regular attendance. Modifications in Government scheme suggested in favour of good masters not certificated, &c.

(g) "After retaining funds sufficient to assist local subscriptions, "fees, &c., in the maintenance of ordinary schools, invest the "remainder, if possible, in industrial schools for boys and girls, "drawing them from the day schools about 12 years of age, to live "entirely in the industrial schools till about 16, to teach them "useful habits and trades, and to supply the utter want of moral "training and discipline in their own homes." Suggestions for making endowments available.

This is a suggestion worthy of attention which has been communicated to me.

VII. 15. The general and well-grounded impression is, that the present training of masters and mistresses at such institutions partakes too much of the nature of "cram" to be healthy for mind or body. Several instances have come to my knowledge of health giving way under the severe pressure now applied, where a less exacting system would probably have led to no such result. A less ambitious style of training, comprising less advanced subjects, and a greater knowledge of common things, would, it is thought, answer the purpose better, considering the class which the candidates will have to educate as teachers; and in some cases, though by no means in the majority, the system now pursued does tend to foster conceit and self-importance. The most useful part of the Training too forced; and subjects not practical enough.

trained masters and mistresses are, I believe, perfectly satisfied with their position.

Pupil-teacher system good in the main.

VII. 16. "The pupil-teacher system provides the great requi-
" sites for good instruction, *i.e.*, regular teachers, soundly taught
" themselves, imparting knowledge with that connectedness which
" the desultory teaching of chance visitors and unpaid monitors can
" never give. Also, pupil-teachers act as a middle class between
" teachers and scholars, and *can* raise the tone of the elder children,
" with whom they partly associate, and give valuable information
" to the teacher on the real character of the numerous children.
" Like Dr. Arnold's scheme of leavening by his head boys, the
" pupil-teacher system ought to work. The defects which do
" arise are mainly owing to the slight charge which masters and
" mistresses generally take of their pupil-teachers' *moral* training
" out of school hours."

This is the opinion of persons who have had great experience on the subject, and are well qualified to judge.

Stipends and fees should be combined.

VII. 17. The usual practice seems the most natural and convenient, to add the payments of children to stipends furnished from other sources. Even were there sufficient means otherwise, it would still, I think, be desirable for the parents of the school children to contribute something, as they are led to take more interest in their children's progress and attach greater value to the instruction given.

GEORGE MARSHALL.

Pyrton Vicarage, Oxon,
April 14, 1860.

J. G. Marshall, Esq., of Leeds, Yorkshire.

PRELIMINARY.

I HAVE had about 30 years' experience as mill-owner and manager of schools.

VI. SUGGESTIONS.

I think the present system of Government aid to education is right in principle, and is practically the best adapted to attain the desired result, and that our efforts ought to be directed to its improvement and development rather than to the substitution of any new system.

Three things are necessary for the general education of the people; schools, teachers, and children to fill the schools.

We have now, to a great extent, secured the two first requisites, but there is a great want of children to fill the schools.

The parents either do not send the children to school at all, or do not keep them there long enough to be taught any thing worth the name of education.

There are two causes for this default of the parents.

First. The education now given to the working classes is gene-

rally too pedantic, too exclusively book learning, too little industrial and useful training.

The parents very justly do not value and are not attracted by this sort of education for their children.

Secondly. The parents are too frequently ignorant of the value,—of the money value especially,—of a *good* education, to be willing to keep their children from work in order to give them schooling.

I believe that the evil effects of this want of attendance of the children at school are so great, and the necessity for remedial measures so urgent, that we cannot afford to wait for the slow progress that might be made by the voluntary principle alone, but that some compulsory provisions on the part of the Legislature are also needed.

The half-time system of the Factory Act has, so far as my experience and observation enable me to judge, been eminently successful, and is, I think, the best mode of applying a compulsory motive to the parents; and ought to be extended to all employments of the working classes without exception, by such steps and with such modifications as may be found necessary.

The general adoption of the half-time system would in itself lead the way to the improvement of our educational system, making it to consist more of industrial training, less of book learning. Not, certainly, that the children should actually learn less of reading and writing and arithmetic than now; but on the contrary, that they should learn those necessary things much better than they do now, in addition to an invaluable moral and industrial training, in consequence of a much longer and more regular attendance at school, where both branches of education may go on together all the better for being united.

I am not prepared to offer suggestions in detail of the provisions required to work out the half-time system generally, which is a subject deserving much careful inquiry and consideration, but I may advert to a few leading points.

Since the existing schools are far from being filled with children, the general adoption of the half-time system,—three hours a day for school, three hours for work or industrial training,—will at once enable the present schools and teachers to teach more than double the present number of children.

Why should not the same school buildings and staff of training teachers be also applicable to evening schools as numerously attended, and certainly as important and valuable means of education as the day schools?

When the day teaching is less of book-work and head-work and confinement, and consists largely on the other hand of active industrial employment in the open air, more or less, the teachers, I think, would be able without too much fatigue to give instruction in the evening schools also; the hours of attendance not being too long, and the industrial training forming here also part of the system.

Thus the present schools and teachers might give a far better

instruction than now to three or four times the existing number of scholars, and the great object be attained that all the people should be really educated.

The industrial training of the children at school would consist in great part for those between 8 and 13, of the actual occupation, agricultural or manufacturing, in which their parents now employ them.

And we may expect that the half-time work of a well trained and educated child would be, in fact, of as great money value to the parent as the whole time of an ignorant and untrained urchin.

The training of teachers would be modified to suit this mixed system of education.

I may note amongst the pedantries and redundancies of the present system of training, the metaphysical grammar now taught. English working men and women may easily be taught all the grammar required by careful reading and dictation, with the most simple knowledge of the parts of speech and construction of a sentence.

So again, in Scripture and secular history, and in geography, the memory is now too often loaded with a multitude of really unimportant names, instead of the leading and great names and avents being *alone* taught, and firmly and graphically fixed in the mind.

In addition to this compulsory connexion of education with employment from 8 to 13, it may be desirable to require each child to pass an examination on education at 13 before being allowed to go to full work, and if not able to pass, then to be kept in school till able to pass.

Further, we cannot consider the educational system complete till it includes infant schools as a general preparation for the day schools.

This would be best secured by requiring a certain elementary educational examination to be passed by each child at eight years old before it is permitted to go to work at all.

This step, however, had better follow the successful establishment of the other and more important provisions.

It may be objected that to carry the half-time system into effect universally, would require so vast a staff of paid Government inspectors as would create an intolerable amount of expense.

If the system is properly organized I think this difficulty would be avoided.

I believe that the Government inspector might with ease obtain from the magistracy, clergy, and gentry, and all educated persons throughout the country, intelligent and efficient aid in seeing the provisions of the Act enforced, quite gratuitously, and only too gladly. Many of these classes are now energetic and self-denying workers in the cause of education, and would be still more so if they saw a certain prospect that their exertions would be efficient in securing the great end we are all aiming at.

I may conclude by adverting to a difficulty which is inherent

in the present plan of Government aid to education, viz., that it often gives least assistance in poor districts which require it most.

The capitation grant intended to remove or mitigate this evil does not do so, but is itself liable to the same objection; it gives most aid where least needed.

I would suggest that the capitation grant in its present form should either be entirely abolished, or if continued should not exceed a certain amount for any one school, as it is the smaller schools which are generally the most in want of aid.

I think a better plan than any general capitation grant would be a power of giving an extra grant in the shape of capitation money or otherwise to poor districts.

Let the corporations of boroughs, and the magistrates in counties, have the power of recommending to Government any ward or district in a town, or parish in a county, to receive extra educational aid, provided that such aid from Government is met by a given proportion of aid from the borough or county by voluntary subscription.

But it happens, I believe unfortunately, that the destitution of education in some districts arises not from want of property within it, capable of supporting the expense, but from unwillingness of the owners of property to contribute.

I would suggest that in such cases the corporation of a borough or magistrates in counties, should have power to levy a compulsory educational rate upon such district or parish to be applied in addition to the aid from Government.

No doubt such a power would be of an arbitrary nature, but I think would be consistent with the principles of our whole scheme of education, partly depending upon voluntary exertions, partly enforcing compulsory regulations.

Law to be respected ought to be efficient, and to be efficient can scarcely avoid being in some degree arbitrary in execution and application.

Government, which is the embodiment and impersonation of law, and of the National Will, to be efficient ought to have a twofold energy; on the one hand to help and encourage those who are disposed to do well; on the other to be not only a terror to evil-doers, but also a scourge for the backs of the wilfully negligent.

J. G. MARSHALL.

June 1860.

W. C. Macready, Esq., of Sherborne House, Sherborne, Dorset.

1. My slender experience has been obtained from occasional visits, during an eight years' residence, to the National and British schools, to the cottages in this neighbourhood, and from the constant

superintendence of an evening school, averaging above 140 boys and youths, during *four* years. Such experience is limited to the families of day-labourers, mechanics, and the poorer classes of farmers, and shopkeepers.

2. The term for the continuance of the children of the poor at a day school, that would be "*desirable*," I do not believe to be "*practicable*" in the case of that numerous class, the very poor. The parents cannot afford to give up the shilling, and in some cases even the weekly sixpence, which the labour of the children may bring in. On this account it will not unfrequently happen, that the infant school is the only one from which the labourer's child may have received instruction; even when sent to a day school, in the majority of instances, the children are removed to the field or the shop at nine or ten years of age. Sickness and bodily infirmity, or the frequent occurrence of a very large family, will often compel the parents to this resort, even with wages that are considered good. But where the pressure of poverty is not so severely felt, the term of day-school instruction must depend on the occupations, to which the children may be destined; for agricultural or domestic service twelve years of age is not thought too early, for mechanical pursuits fourteen.

3. Referring still to my very limited experience, among the best of the day scholars who have remained at school till fourteen years of age, the extent of their acquirements has not exceeded reading with tolerable fluency, considerable progress in arithmetic, initiation in the rudiments of grammar, a little geography, often good handwriting, tolerable correctness in spelling, and a slight acquaintance with sacred and profane history. In many, after a discontinuance of their studies for three or four years, I have noticed great deficiency.

4. (a) Sunday schools, zealously and properly conducted,—not transferred to boarding-school misses and incompetent pretenders,—I consider especially advantageous to the youth of both sexes,—first, as learners, and, advancing in years and knowledge, as teachers.

(b) The half-time system, for the reason implied above,—viz. the inability of parents to comply with its conditions,—I conceive can only be partially acted on.

(d) To dispense education through that portion of society most needing it, and yet most difficult to reach (I mean *the very poor*, and particularly of the agricultural class), I see no other method than by the evening school, conducted by those of approved ability, whose hearts are in their work. Whilst the laws of property continue as they are, no compulsory edict can be carried into effect against ths poor man requiring the produce of his children's daily labour towards the support of his poorly-housed, poorly-clad, poorly-fed family. My experience inclines me to the belief, that the evening school is *the only* means, by which the right of the indigent to the full amount of their earnings can be reconciled with the duty and obligation of improving their moral and intellectual being. But the ignorant cannot be expected to appreciate the value of knowledge; nor is it reasonable to expect, that, in the aggregate, children, or young men or women, after a hard day's work, will be disposed to give their hours of rest and recreation to restraint and

application without the assurance of results, neither remote nor speculative.

(g) But prizes and rewards have in my own experience proved inducements to boys and young men to enter the evening school, the benefits of which they have soon learned to appreciate so far as to continue their attendance for successive years.

(e) Mechanics' institutes, with their class-rooms and lectures, I consider invaluable auxiliaries in the instruction of the labouring classes. The evening school, enabling the learner to read well, write well, make good progress in arithmetic, gain an insight into grammar, and pick up some acquaintance with geography, history, and other branches of useful knowledge, provides him with what may be termed the implements of self-culture, which the advantages offered by the mechanics' institutes give him the opportunity of using effectually in further qualifying himself for an useful and respectable career.

5. A small fee is generally thought preferable to gratuitous tuition, even by those who frequent the schools, and I believe the opinion to be as well founded as it is general.

6. The education I consider disproportionate to the population of this neighbourhood. Very much, I conceive, might be done remedially for this evil, if the officiating and resident clergy diverted some portion of their time from social and secular engagements to a hearty and earnest prosecution of this particular obligation of their ministry.

9. I consider, that the children of paupers and criminals, that deserted and destitute children, have a direct and sacred claim on the justice of the State for proper education, and that to subject them to the penalties of laws, the purport and end of which their neglected moral and intellectual teaching does not allow them to know or understand, is simply tyranny.

12. It seems to me that the Government aid should be dispensed upon a more elastic plan. A general rule ought to allow of exceptions, on the representation of inspectors. The stereotyped conditions to which the Council of Education limits its assistance, whilst liberally contributing to the maintenance of formalities little better than shams, are inexorable to the pleadings of honestly-worked schools, the doors of which may be closed, if unable to comply with their precise requirements.

With evidence before me of the successful operation of the evening school, followed up by the advantages of the class-rooms, library, and lectures of the mechanics' institutes, and being unable to discern any other scheme, which in our country can be found to reach the poorest of our population, I have no further observation to offer.

The abuses of our endowed schools—as in many instances protecting "vested rights" in public wrongs—I take to be a subject for extensive comment, but one on which I am not prepared to state my objections.

Sherborne, July 5, 1859. W. C. Macready.

Rev. Wm. Poole, M.A., Prebendary of Hereford, and Perpetual Curate of Hentland with Little Dewchurch, Hereford.

1. The writer has been, for 15 years, in the habit of superintending and taking part in teaching parish schools. During that time he has been, for three years, a diocesan inspector, and for nine years he has been secretary to the Hereford Diocesan Board of Education. His experience has been chiefly confined to Herefordshire, with nearly every part of which county he has had communications on educational matters. The children in this district, with the exception of those attending the few town schools, are entirely of agricultural parents.

2. Up to the age of 11 there appears no sufficient reason against a regular attendance of children; the work which they are capable of at that age ("keeping birds" for boys, and minding the younger children for girls), being occasional, and of no great importance to their parents. From 11 to 13 their services become more valuable; but, perhaps, what tells most against their continuance at school is the notion that they become less disposed and less able to work after passing these years without entering on their bodily labours. Something may be added to this feeling by the almost universal absence in this district of any systematic and organized encouragement of active exercises in the playground, and still more to the want of discipline at home; so that it is actually rare to find a boy of 13 or 14 who is in orderly submission to his parents. This last evil meets us at every turn, and must be borne in mind in all matters connected with the schools of this district; were these evils remedied, so the muscular powers might be developed, and the evil of idle habits prevented, children might, perhaps, stay till past 12; as it is, 11 must be set down as the ordinary limit.

3. It is more the power to acquire knowledge than the knowledge itself that can be looked for in the few months of teaching which children ordinarily have before the age of 11. A multitude of facts may be so imparted as to enable a child to pass a showy examination, and at the same time to create no desire of increased knowledge. Easy correct reading, writing without labour, both on slates and on paper, with tolerable spelling, are the first tools of the trade, with such a thorough understanding of the earlier rules of arithmetic as may make it not very toilsome to carry on the study after leaving school. For the rest they may learn where to look for learning in religious knowledge, *e.g.*, to know what to expect in the different parts of the Bible, and how the various books fit into each other, and into the general outline, which they may in after years fill up. This, with a practice in seeking the meaning of words and sentences, and understanding a plain argument or "proof," might be acquired, and if less readily seen than a quantity of facts, would be far more useful. So with the exercise of memory by learning by heart; and the opening of the elements of music, drawing, botany, mechanics, (whatever the teacher's knowledge and other circumstances may render possible,) will be so far useful as it may here and there fall upon a mind ready to receive and carry on the subject. But there is reason to

fear that too often now children are so taught that they think they have learnt things completely, instead of only the way to learn; and this foundation might be planted even by the age of 11.

4. (a) In regard to Sunday schools, they must be partial educators, confining themselves mainly to one subject. There is a difficulty in harmonizing the children that have left and those that continue at school. I have seen children seriously annoyed to find those who were once much behind them, now, by continuing at school, more cultivated than themselves who had been at work all the week. There is an unwillingness in boys growing a little "manly" to be still "at school." There is a difficulty in finding proper teachers in the country. On the other hand if totally separated from the day school, more considered as an "evening class," made a conversational lecture, its influence is very valuable, but not likely to be sufficiently general to carry on the day school instruction efficiently.

I have returns from 153 parishes in this county; in 43 there is no Sunday school, in 35 there is no voluntary teaching, in 22 none but the clergyman, leaving 53 only with volunteer teachers. In 29 schools there are no children except those in week-day attendance, and in the whole 153 schools there are only 368 boys and 315 girls attending only on Sunday out of 4,725 children.

(b) Half time may in especial circumstances answer, but could hardly be generally introduced, because, 1st, it needs the co-operation of the employers of labour; 2nd, the necessities of agricultural labour are so uncertain; and, 3rd, without especial counteracting circumstances it will have injurious effects on the school, breaking up the classes, and introducing boys who have not advanced *pari passu* with the class, and interfering with the quiet orderly working of the school.

(c) Industrial training would be extremely useful, but needs such peculiar qualifications in the teacher as cannot be generally obtained. In girls' schools especially it is likely to retain children at school, but to get the work and materials without too widely differing from the circumstances of their home life has rarely been accomplished. In small attempts much good has been done. I know a school where the children once now and then bring a halfpenny or penny each, and materials are purchased and the common dinner cooked; and in other schools they have regularly laid the table, &c., &c.; but, as a general inducement to retain children at school, I have no expectation that industrial training would succeed, especially in the case of boys employed in agricultural work.

(d) Evening schools would require better and more teachers than day schools; and would need some evident encouragement, and must show palpable gain to those who attend, if they are to be generally used as following up school teaching; and even then, in country parishes, the scattered inhabitants could not generally use them. In towns, and especially for those who have neglected or forgotten their "schooling," they are very valuable.

(e) These in the country must be occasional amusements, and not educational agents.

(f) Very valuable in their way, but hardly systematic enough to carry on the process of education.

(g) Taken as a mere reward, the "prize scheme" can hardly supply sufficient inducement to any child to stay longer at school. Say a child earns only 3*s.* a week, this in the 45 weeks of the school year would exceed any prize offered, and therefore, perhaps, the mere "prize scheme" is to be regretted. But as a public examination it is a most useful stimulus; but rather to *schools* than to individual children. By bringing prominently forward those schools where children have distinguished themselves, it is both an encouragement to the teachers and an inducement to parents to keep their children regularly at school. In manufacturing districts, where the quick intelligent boy is sought for and employed, it leads to permanent provision. But this is not the case in agricultural districts; and though here and there a pupil-teacher may have been selected in consequence of proficiency shown at such examinations, yet there is not sufficient likelihood of this to make it in general a very important instrument of lengthened schooling.

(h) This would no doubt induce some parents to keep their children longer at school, by showing the practical advantages of learning; it would carry the appearance of fairness, and it would bring some sharp lads into the public service.

But on the other hand, those who would be thus longer educated would be the very children who, from natural quickness or taste, would least need the encouragement. It might create a discontent and recklessness in the very poor who might think themselves shut out, as the reward would generally fall to the more thrifty families; and it might create a habit of looking for Government aid instead of relying on self-resources, which would be injurious to the national character.

5. My experience is entirely against gratuitous education. In many schools in this county where it has been tried it has been abandoned. In the case of certain large charities they have been obliged to connect it with gifts of clothing, &c., to ensure regular attendance. If free schools were established they would, I feel convinced, need a law of compulsory attendance to remedy this evil; while parents themselves think they ought to have a voice in what they pay for, and thus become, in a slight and useful way, a check upon the teacher and managers.

6. On the whole the state of schools is very far short of what it might be; and this, as it seems to me (*vide* answer 3), more from mistaking the object to be gained than from inability to impart. The papers of the children examined at the diocesan examination of this county showed in many cases a commendable knowledge of facts; less advance in spelling, moderate writing, and a great want of power in expressing what they meant to say. Thus last year, of 142 children examined from 33 schools, who may be supposed to be among the most advanced in our elementary schools, 76 failed to obtain a "certificate of competency," though the standard was by no means high. The deficiencies appear to arise chiefly from want of accurate, neat habits of mind, and absence of thorough grounding.

7.

8. Small parishes and poor districts are sufferers from the

present system, and the Hereford Board have forwarded to the Commissioners a memorial on this subject.

9. Pauper children, lower in scale, and with less variety of life, need especially "life" in their education, and this is obtained by letting them join the children of the parish school. This has been for some time done in Hay Union, and has recently been tried in Ross, and, I believe, with good results.

12. (a to f.) The present system works in many cases well; but supposing the interest in education to lessen, the clergy to be indifferent to it, and no layman at hand to take it up, what will become of those buildings erected with the aid of the Committee of Council? They are, especially of late, handsome, and often ornamented, and require a certain outlay to keep them in repair; and if those interested in the district dismiss their certificated teacher, and put some old woman or decayed shopkeeper to teach reading and writing, then both the fabric and school will be altogether in a different condition from that contemplated by founders and aiders. But in such cases the Committee of Council will only suffer their inspector to visit with less particularity, and a notice in a report will be the only result. If these buildings are to be restored to efficiency, must it not be by the influence of local opinion? And yet this local opinion has no voice directly or indirectly in any distribution of the Parliamentary funds, or in any regulation of the rules by which they are administered. And in this district no officer connected with the Education Department, no inspector employed by them, is resident within the county. It is no unreasonable wish, therefore, that local knowledge and authority should be brought to aid in carrying out the general rules by which the educational grant is distributed. And if we are met by the objection that those entrusted by Parliament with the management of funds cannot delegate to others their own responsibility, then we are compelled to fall back upon the system of rates, affording, indeed, more difficulties, but perhaps less evils than the other.

A possible means of effecting an education rate might be through the agency of the court of quarter sessions. The county rates managed by that body, are collected with the poor rates, and a committee are appointed every quarter sessions to manage the expenditure of the county, and their accounts are every quarter submitted to the public.

If the amount required for educational purposes were collected in the same way, it might be paid over, as is the case now with the county rates, to the county treasurer. A committee might be appointed by the court of sessions, consisting of a fixed number of their own body, to whom might be added the inspectors of the district, and one or two nominated members to secure the representation of different interests.

The general principles by which their proceedings should be guided, might be regulated by the central department, but all aid to schools within their jurisdiction should be voted by this committee. In the erection of schools in places where they have ascertained it to be necessary, they should have the power of fixing convenient districts to be provided with school buildings, and if, within a fixed time after notice given, a sufficient voluntary subscription shall not be forthcoming, to erect (with aid from the

educational rate) such buildings, then they should have the power of urging a special rate on that district for that purpose. Appeal against such decision to be allowed in the usual way.

The repairs of school buildings might be put under the care of the county surveyor, and the proceedings might be conducted as in the case of county bridges at present, a district committee calling the surveyor's attention to requisite repairs, or inspecting on the report of the surveyor.

The building and repairs might be thrown on rates, and the annual grant might be continued as at present, or the list might also fall on the rates, and be regulated by the same committee.

The general condition of aid might be laid down (as in the case of the Poor Law Commissioners) by the central authority, or by Act of Parliament, and the application of these left to the local committee. So far as the writer's experience of this county goes, there would be a possibility of granting aid in almost every case by way of *help to funds already raised.* Absolutely free schools would not be required here, and the difficulty of management would so be in great measure avoided. In schools altogether established and supported by rates, the committee of management might be named from among the promoters of the school, if local promoters should be found; if not, they might be named by authorities of the town or district (if they were in favour of such school), and if no local parties promoted such free school, which yet appeared to the education committee of sessions to be necessary, they should themselves nominate a committee of management, in all cases securing the scholars from any religious teaching to which their friends might object.

(h) The plan adopted in some parts of the United States would be most likely to be available in the agricultural districts,—to fix certain periods of the year when work is slack, and to make arrangements in the organization of the school to admit elder boys who have regularly worked during the other parts of the year. The boys so admitted should not be freely interspersed with the other children in regular attendance, but as a rule should make separate classes. No compulsory attendance seems possible without creating greater evils than now need remedy. When the employers of labour come themselves to be well educated, they will wish to see their labourers educated also. The variety of circumstance in parishes that might be expected to be uniform makes what is expedient in one place injurious in another, and while it is impossible to exclude a certain uneducated per-centage from going out yearly into the world, public opinion is making this less perceptible year by year.

Hentland, June 1859. WILLIAM POOLE.

Rev. T. T. Penrose, M.A., Prebendary of Lincoln, Rector of Weston, Nottinghamshire, and Vicar of Coleby, Lincolnshire.

Coleby Vicarage, Lincoln, June 7, 1859.

I SHALL have pleasure in answering such of the questions placed before me by the Commissioners as come within the range of my experience. This has been *confined to a rural district.* So long as the Lincoln Diocesan school was in existence, I took a warm interest in it, and was one of the examiners appointed by the Lincoln Diocesan Board to inspect and examine it half-yearly. I have latterly been acting under the Bishop of Lincoln as Inspector of the schools in this rural deanery of Longoboby, and am well acquainted with the state of education in these parishes.

I.—STANDARD OF EDUCATION.

2. Children in the agricultural districts should be kept at school up to 12 years, with occasional intervals.

3. In this period a good foundation may be laid in the knowledge of the Bible, in reading, writing, spelling, grammar, geography, and arithmetic. There is some danger of attempting too much, and therefore I lay no stress on music or drawing, though that must be a very deficient school in which singing is not practised.

4. (a.) Sunday schools are a necessary part of every village education, both for the sake of prolonging the period of instruction, and because there are always some children who will get no education, or very little, elsewhere.

(b.) Half-time systems cannot be adapted to an agricultural district.

(c.) Something may be gained by attaching gardens to our National schools, and employing the children in them for an extra hour, but the only effectual training for a labourer in the country is that which he is insensibly receiving, from childhood, at home and on the farms.

(d.) Evening schools are an *excellent and essential part* of rural education where a foundation has first been laid.

(e.) Lectures and mechanics' institutes are not generally accessible in the country.

(f.) Free and lending libraries are very desirable; a small payment may be called for.

(g.) Prize schemes do not apply.

(h.) Nor would the distribution of minor State appointments on educational grounds affect us, except in as much as it might add generally a stimulus to education.

5. Education should not be gratuitous, or it will be neglected and despised. At the same time the poor could not provide a good education for their children without help, indirectly, in the first establishing of schools and providing efficient teachers.

II.

6. In many parishes in my district the education comes up to the standard I have named, particularly where schools have been established with aid from Government, and under inspection. In

others the education is very deficient. Where there is no resident proprietor who takes an interest in schools, all depends upon the clergyman, and often his means are quite inadequate to establish and maintain an efficient school.

III.—Causes of Deficiency.

(a.) There is a want of school houses, and no funds.
(b.) Hence inefficient teachers.
(c.) Parents estimate the value of a school very accurately, and will make great efforts to send their children to a good school, while they neglect the advantages which their children might derive from a respectably conducted but inferior school.
(d.) The value of their children's labour is a great temptation to withdraw them early from school. The school fees do not press heavily, for the children save more than the amount in clothing.
(e.) Bad management of a school operates powerfully to discourage education.
(f.) This head does not apply in this district.

IV.

8. The Government system has done *very much* for the cause of education. It has insensibly raised the scale of education generally, in parishes which do not, as well as in those which do, receive grants. There is generally an efficient school, to which the elder children may be drafted off from small parish schools, and in this way the benefit of the system is extended.

It is to be regretted that the poorest and most neglected parishes are the last which can avail themselves of the advantages offered by the Government.

9. Pauper schools are ruined by the contact of the children with the paupers, which cannot by any precautions be avoided altogether.

(a.) Separate schools should be provided for pauper children, to which the children from a large number of unions might be sent.
(b.) Of reformatory schools I have no experience.

10. The existing system stimulates liberality; I never heard any objection to it.

V.—Endowed Schools.

11. I speak from limited experience, but I believe endowed parish schools to be inefficient and often a hindrance to placing the education of a parish on a good footing. In many cases I think the Charity Commissioners might interfere and lay down a new scheme, as they have done in the parish of Weston, near Newark, of which I am the Rector.

VI.—Suggestions.

12. I would propose the maintenance of the existing—
(a.) System of Government aid and inspection, and
(b.) Its further development.
(c.) I think that aid might be afforded to small and poor parishes, and to existing schools, on the principle of the capitation grant, withdrawing many of the vexatious restrictions and conditions at

present existing, and making the relief to depend on the condition of the school and the advancement of the scholars.

(d.) I would leave the system of inspection as it exists.

(e.) The voluntary principle will do nothing in rural districts.

(f.) An educational rate would bring odium upon the whole system, and could never be enforced.

(g.) Answered under VII.

(h.) Night schools during the winter months.

A small capitation grant to children remaining at school beyond 12 years of age.

I have found it act well to require *a larger payment from the younger than from the elder children.* For, 1st, they are more trouble; 2nd, the parents will give more to get them out of the way; 3rd, parents want their elder children at home, and therefore need every encouragement to send them; 4th, the elder children are useful in school.

13. Impossible in this country. Neither would I wish to establish schools under the direct control of the State, except pauper and reformatory schools. In the case of these schools, there should be much more of industrial training.

No difficulties have arisen in this district from differences of religious belief. In a few instances dissenters have established their own schools; but where no exclusive test is applied, and the day school and Sunday school are distinct, with no rule obliging the children who attend one to attend the other also, it is found that all can act together. It is universally approved that the Bible should be used and explained.

VII.—Teachers and Training Classes.

14. A very great improvement has taken place in the qualification of masters and mistresses, even of those who have received no collegiate training.

15. The training in normal schools is well adapted to its object. We only need that it should be placed within the reach of a humbler class of teachers, to supply our dames' schools in small parishes.

The social position of teachers has risen in public estimation; and if some who have been trained for teachers have gone off to more lucrative employment, this is only from the healthy working of the system.

16. I have had no r o n to doubt the good effect of the system of apprenticing pupil-teachers.

17. Schoolmasters and mistresses should be paid by a combination of stipend and fees. It is very desirable that they should derive pecuniary advantage from the success of their schools.

VIII.—Results.

The poorer classes have advanced more in general intelligence than in intellectual distinction. Decided talent worked its way upward before, as it does now.

I believe that a moral improvement has taken place, though any general effect must operate very gradually, and many will tell you that the class of servants has deteriorated. This com-

plaint is often made by those who are not good masters. They do not find the servile drudges who once existed; and a healthful independence enables the servant to take a higher position. There is certainly less vulgarity and coarseness, less rudeness and violence at our feasts and statutes, our fairs and markets. Thore is more good taste in dress and general behaviour. An interest is felt in a higher class of literature. The poorer classes are at least more civilized, and, I am willing to believe, more moral also.

I know of no cause which can have had this effect, which is unquestionably good as far as it goes, but the influence of education. The interest which the Government has taken in the cause is universally appreciated, and has led our people to set a higher value on the institutions of our country.

I remain,
Your faithful and obedient servant,
THOS. TREVENEN PENROSE.

Mrs. Partridge.

Bishop's Wood, Ross, Herefordshire,
SIR, June 16, 1859.

ABSENCE from home has prevented my giving an immediate answer to the circular of the Education Commissioners, which I now do with pleasure.

1. During the year 1816 I was the only lady visitor of the Monmouth Girls' National School. Upwards of 100 children attended. From a state of misrule I brought it into an effective condition; I continued to interest myself in it, and to visit it occasionally for many years, and we still subscribe to it. From 1817 we have wholly suported a school here for our poor neighbours, in which I have taken the greatest interest. I have also taken every opportunity of visiting the schools in this neighourhood, and when I have been away from home.

2. I have always succeeded in persuading the parents of some few of my girls, (about 1 in 10,) to continue them at school up to the ages of 15, 16, and 17, by holding out the hope of attaining better services for them, and from the fact that I have always succeeded in doing so. But as a general rule, parents will not keep their children at school after the age of 12. If, however, their attendance was regular up to that age, a sufficient foundation would be laid for after self-education; but as regards the rural population, their attendance is very irregular. Often they are detained to dig and plant potatoes, pick apples, watch the corn (from birds); fairs, markets, clubs attract; the want of shoes, anything and everything prevents. The work of education has thus to be done over and over again. Country boys are seldom left at school after 12 years of age.

3. This is a compound question. My answer to the first part is, to read and write well, master the first four rules in arithmetic, a slight knowledge of English history and geography, a still

slighter of the geography of the world. They may be *interested* in natural history. Girls should be good plain needlewomen; boys may obtain a slight knowledge of drawing. Their religious knowledge should embrace the historical facts of the Bible, the geography of its leading incidents, and a perfectly intelligent comprehension of the great scheme of redemption.

The second part of the question (how far do you consider?). I consider all attempts to introduce matters of taste and science into popular education will prove a failure, because you cannot induce any considerable number of children to remain sufficiently long at school to get more than a smattering, and that smattering will be at the expense of what is really useful and important. But singing by note, and in parts, is easily taught in schools, for they generally possess very good voices and correct ears, and it adds much to the happiness of their homes.

4. (a.) I think them most important, particularly when the classes are taught by intelligent people, who can influence the young to take pains with themselves during the week. I have generally, during the last 20 years, had a large class of lads on Sundays, who work either on farms, at the ironworks, or in coal pits. Many come not knowing their letters, but they are really anxious to improve, and soon read well. I allow them to attend in a class room on a chance holiday, and find they quickly learn writing and arithmetic.

(b.) I am not acquainted with it.

(c.) Ditto.

(d.) I have not found them answer, and they have failed in neighbouring parishes invariably.

(e.) Very desirable, if conducted on religious principles.

(f.) We have both; they answer, and I find the poor very ready also to purchase cheap books.

(g.) I have joined in an attempt the last three years, but I think it a failure. It requires a far higher ambition and self-exertion than is common amongst the poor, to keep up their school learning unaided, and their parents, generally speaking, would not stimulate them.

(h.) I should expect no good result as regards popular education (the education of the masses). Working lads of 13 and 14 would feel it too distant a reward to contend for, unless in some few instances, and those few require no inducement.

5. At different periods I have given schooling gratuitously, and have charged 1*d.* per week. I find the plan I now adopt secures the most regular attendance; it is to fix four school quarters, 1st January, 1st April, 1st July, and 1st October, on which all children pay 6*d.* entrance. Any fresh children coming to school between these quarters, however close upon the next quarter day, have to pay 6*d.* the day they come, and again on the quarter day. Under some circumstances a higher entrance might answer. The children pay no weekly pence.

II.

My experience as to my own school, and from observation of at least 10 or 12 others in my neighbourhood, is that not one-fourth

of the children come up to the standard I have named, when they leave school, in any one of the heads specified.

III.

7. (a.) I know of no instances, excepting in parishes where the clergyman has no moral influence.

(b.) Not so.

(c.) There is a great want of interest on the part of parents, especially on the part of fathers.

(d.) All these causes.

(e.) Seldom.

(f.) From a most intimate and personal acquaintance with the condition of the working classes, formed by having constantly visited them in their own houses during the last 40 years, I give a decided opinion that, as long as beer shops continue, education can never make any satisfactory progress. Their evil influence has such extensive ramifications that it is impossible to bring them all to notice in this answer. The low price of corn, good wages, and constant employment in this neighbourhood, would enable every cottager to pay for his children's education, to clothe them comfortably, and support them up to the age of 14, but for the curse of drink. A very small proportion of the fathers withstand this temptation; beer shops are thickly dotted about between their work and their homes, and beset them on all sides.

I say to a child, "Why are your neighbours, the Smiths, not at "school?" "Why, m'am, their mother is ashamed to send them, "they are all rags." "How is that; their father is in the works "with your father, has the same wages, and the same number of "children?" "Yes, but father never goes to the beer shop, and "Mr. Smith does." "Mrs. Jones, how is it that your children "are always so late at school?" "I am very sorry to hear they "are. I always tell them to start in time; but I am obliged to "go out washing at six o'clock in the morning, and don't know "what becomes of them all day." "How much better it would "would be for your large family if you stayed at home, and took "care of them." "Yes, but what can I do? my husband spends "all his money at the beer shop, and I must work my flesh off "my bones to get bread for the poor children, and to keep them "barely clothed."

To another, I say, "What a pity to take little Tom away from "school at only 10 years old, and send Sally to work in the tin "house." "Sure it is, but pretty well all their father's money "goes in drink, and so there is no help for it." I passed lately (in looking after one of my sick school children) one of the most beautiful and romantic nooks, looking as if nature had intended it as the abode of innocence and peace. I stopped to speak to a woman whose children come to my school, and found that her husband had lately obtained a beer licence; he is a gangsman (or foreman) in a stone quarry; it was two o'clock; while I was speaking to her he approached, accompanied by 10 or 12 young men from 17 to 20 years of age. I found from her that they had been working under him, and were come to have their month's wages paid; three hours afterwards, I repassed the cottage, and from the drunken noises from thence, was well convinced that the

poor foolish lads would have little wages to take back to their mothers, and thus it is that the male population rapidly lose any little advantages of education, their reason is besotted, their minds debased, their affections brutalized, they become disobedient sons, unkind brothers, cruel husbands, and negligent fathers. I see a wonderful change for the worse in the character of the lower orders of men since the establishment of beer shops, not in my own neighbourhood only, but all over England, and in cottage happiness generally; and I deeply regret to state that, of late, many instances have come to my personal knowledge, of women (mothers of my school children), hitherto sober and respectable, who have been drawn into drinking habits. In each instance I have found from their children that it has been brought about by their going to the beer shops in order to persuade or force their husbands to come home. Naturally, they go in a state of angry excitement; the owner of the beer shop expresses pity, and presses upon them a cup of drink *as a gift*, in their irritated state it is felt to be a comfort, and they are then easily persuaded to remain, till both husband and wife are in an equally besotted state, and both become equally indifferent to the education and well-being of their children. Mothers are, as a rule, to which there are few exceptions, over-worked, sickly, heart-broken, ill-used creatures, while still in the prime of life, forced into unseemly exertion to procure food and clothing, by the idle drunken habits of their husbands and growing-up sons. They are constantly telling me that if beer shops were done away with, and the malt tax very much reduced, they could brew good beer at home, and that in the absence of the temptations which such places hold out, they should thereby succeed in keeping their husbands and sons contented in their own cottages. When repeating this to members of Parliament, the answer has been, that the malt-tax brings in so large a sum, that Government could not afford to lose it. The same argument was used against lowering postage, when first the penny post was suggested; and I believe it would be found there was no loss, but rather an increase, as all cottagers would then brew, and malt would really be used in beer by *them*, which it is not by brewers. But if it were not to prove so, ought any Government to raise money on the vices of the people? Beer shops would not be *so* destructive if the beer was sold to be taken away, and not allowed to be drunk on the premises.

IV.

8. I have too little experience of any thickly populated town district to answer this.

9. Ditto.

10. My experience leads me to think, that the existing Government system stimulates voluntary liberality; I am not aware of any conscientious objections to its existence. As regards religious scruples, my experience is, that they are not entertained by parents *among the lower orders*, where they are not stirred up by some fomenters of mischief. I have had the children of 12 Roman Catholics in my school, whose parents were aware that the Scriptures were read, and the Church catechism taught. I have always

had, and now have, the children of Baptists, Wesleyans, Independents, and Ranters in my school, whose parents neither object to the religious instruction, nor to their attending church, and, in my experience, *they* only object where the teaching is High Church or Tractarian.

V.

11. I am acquainted with the working of only two endowed schools in this neighbourhood; I do not consider *them* adapted to popular education.

VI.

12. (a.) Yes.

(b.) Yes.

(c.) I do not consider the inspection has that *reality* in its character which it might have, had the inspectors more time to devote to the inspection of each school, and if the visits were more frequent; two hours, once a year, will not enable a man, however great may be his tact and ability, to form a correct opinion as to the state of a school. Some trifle on his entrance prejudices him, either for or against; he shows it in his manner, it acts upon teachers, scholars, and patrons, and the inspector goes off with a wrong impression, which a further acquaintance with the working of the school would have corrected.

(d.) A district inspection of all children above 12 years of age would be very desirable.

(e.) I consider that the voluntary principle should be greatly encouraged, if by it is meant, that every inducement should be held out to the gentry and middle classes to interest themselves in the education of the poor; for my experience is, that you may have a first-rate master or mistress, but that still the school will be wholly inefficient, if some lady or gentleman does not devote their time and energies to it.

(f.) I am not competent to give an opinion.

(g.) Ditto.

(h.) I believe education might be much prolonged and extended by the establishment of mutual improvement societies in towns and villages, among the lower orders, similiar to those amongst shopmen; there are in every place some few steady well-inclined young men who would willingly teach others. The difficulty everywhere would be, a tolerably sized room not attached to a public-house. Government money would be well employed in assisting to hire or build such rooms, which young men and lads could resort to on holidays, or when not fully employed, under certain regulations, and under the control of the clergyman of the parish, *or* of a county magistrate, and of a committee appointed by them.

As regards young women who have gone to service or work too young, I have found they often gladly come to my school for a month or two at a time when out of employment, and then make rapid advancement; and I think a small class-room attached to schools would meet that want, and might be encouraged by Government.

13. I have always considered that school attendance should be compulsory on parents (since drinking has become so prevalent

amongst the fathers, as to render them indifferent to the well-being of their children). As regards parents receiving parish pay, I would make it necessary for them to produce a certificate from some school, that all their children above five years of age were in attendance before they received parish pay, the exception to be only as to *one* child required to nurse a baby, or children under five years. Parents who do not receive parish pay should be fined if they do not send their children to *some* school; a very small fine, if enforced, would answer the end. I do not wish for schools under the direct control of the State.

I think Government should not assist schools where the Scriptures are not read. I have never yet met with any of the lower orders who have objected to their children attending a school where the Scriptures are read and explained; such objections, in my experience, are made *for* them by others, and not *by* them.

VII.

14. The masters and mistresses of private and of dame schools are, in my opinion, wholly incompetent. I have met with several parish schools (*i. e.*, with untrained teachers) very efficient, when under zealous patrons.

15. I have seen very little of the interior of training schools, but I have had much opportunity of observing trained masters and mistresses. I think, generally speaking, their education is very superficial. It is, in fact, *a cram*, fitting them to get through their examination, and very seldom giving any solidity to the mind. They are often very much set up, full of airs, and have no moral influence over their scholars or pupil-teachers. I think this not so much the fault of the training school, as it is of the materials they have to work upon. Pupil-teachers being taken generally from the very lowest class of society, they are destitute of that mass of information which children of respectable parents imbibe without knowing it, and which forms a solid foundation to build upon when they do receive regular instruction. Trained teachers are very often dissatisfied with their social position; they look down upon their parents and relatives, and wish to get into society above them. There are doubtless exceptions, but I believe what I have stated to be the very reason why so many lay patrons, and also clergymen, decline Government assistance for their schools, untrained masters and mistresses being more agreeable to work with, and more really useful.

It appears to me very desirable that young people of a higher grade should be encouraged to enter on the work of popular education. If you want a nursery governess, on inquiry you are distressed by innumerable applications from well-educated girls, extremely well connected, and you regret to find that so many should be destitute, and anxious to engage for a salary that would not content a lady's-maid. Very many would gladly take the charge of schools, having aged relatives who could reside with them, and would be competent to pass an examination without passing through a training school, supposing the questions not to be so wonderfully scientific as one in the paper for registered

school-mistresses in 1857: "*Name the organs of the throat which "are used for the pronunciation of the different letters of the alphabet.*" But by the present rules, registered mistresses must be over 35 years of age. I do not undervalue the order and regularity of system taught in training schools, but a well-educated person would learn this system in a month.

I highly disapprove of mixed schools *under a master.* I have observed the bad effect upon the conduct of the girls educated at them, and well-thinking parents always object to it. Giving trained masters, *generally,* credit for strict morality, still girls should have female influence and female advice, and be kindly warned and cautioned by one of their own sex. And their being under a master's instruction is made doubly objectionable by the fact that he must have boy pupil-teachers.

17. (a.) I think they should receive a regular stipend, because the attendance of scholars depends more on the district being well looked after by the clergy and gentry than upon the exertions of the teachers, therefore it is unfair that they should suffer for what may not be their fault. And also the uncertainty of an income depending on fees tends to disturb their minds, and often causes debt and involvement.

VIII.

18. My experience is that education has had a very favourable effect upon the poor.

(a.) In this neighbourhood all faith in charms, evil eyes, and ghosts has passed away, and violent prejudices are softened. Small-pox has lately been very prevalent, and in some cases fatal; 20 years ago this would have raised a great cry against vaccination, now it has only caused a desire to get re-vaccinated. People are much more cleanly in their houses and habits. A greater desire for information prevails. They use their eyes, and think much more about the wonders and beauties of nature. They are more open to reason, and take a greater interest in what is going on in the world.

(b.) There has been a wonderful improvement in the moral condition of this neighbourhood, it is impossible to imagine a lower state of morals than that which prevailed 40 years ago. I am justified in attributing the improvement to education from the fact that, when their near relatives have been living in sin, the expostulations of young children in the school have, in numerous instances, been the means of reclaiming them; and because, though female virtue amongst the cottagers was formerly a very rare thing, during the last 30 years not more than three young women who have been educated at my school have lost their characters. The cause I have noticed (Section III., letter *f*,) is the only reason in my opinion why the good effect has not been equally great as regards males. But still it has done something, and there are many bright examples of steady, sober, young men, who delight in reading, fill up their leisure hours well, and are a credit to their country, and I often hear them attribute it to their school days.

It would appear from the circular that a very full answer is desired, which I have given; but, consequently, it would be a task to make a fair copy, and I hope its rough state will be excused.

I have the honour to be,
Sir,
Yours faithfully,
ELIZA PARTRIDGE.

To the Secretary,
Education Commission.

Venerable Archdeacon Randall, M.A., Rector of Binfield, Berkshire, and Chaplain to the Lord Bishop of Oxford.

1. I HAVE superintended the National school of my own parish (Binfield, Berks), for 28 years, during which the number of scholars has been raised from about 40 to about 130 (population at the last census 1,280). I was for some years one of the diocesan school inspectors, and have since been in frequent communication with the present inspectors. My own experience is almost wholly confined to agricultural parishes. All the schools that I inspected were in such parishes, except the small town of Wokingham.

2. We ordinarily keep children in our school up to the age of 11 or 12 for boys, and a year longer for girls. The boys often leave before 10. These ages are rather above the general average of schools in the neighbourhood.

3. If they stay to their 11th year (10 complete), they can, and with moderate diligence do, learn to read and write well and with ease, and to work the early rules of arithmetic as far as proportion. They are fairly acquainted with Bible history, and can give a good account of their religion, and understand and explain the Church catechism. They have a general, though it can be but a slight, notion of English history; and enough of geography to describe and readily point out in a blank map, the situation of countries, principal rivers and cities, &c. They draw maps, some of them very well. Such of them as have any voice or inclination for singing, learn enough of music to sing well by book in the church. But this is not part of the school business, but voluntary both on the part of the teachers (not the schoolmaster) and the scholars. I do not think it would be desirable to include music and drawing in the school business; it would occupy too much of their already too short time. But it would be well to encourage their taking such things by way of amusement.

4. (a) Very useful, if you can get the children to attend them; but they are apt to think such attendance childish, and soon discontinue it.

(b) I have no experience of this.

(c) Good, particularly for girls, where there are opportunities for it.

(d) Good; but cannot well be carried on by the master of the day school.

(e) It must depend almost entirely upon the talents and principles of the managers, whether they shall be beneficial or the

contrary. I am doubtful whether the general effect of them is good.

(f) Good; but requiring much attention in the selection of books.

(g) These are just going to be tried throughout the diocese of Oxford. I expect they will do good; but am not sanguine as to the probability of their adding much to the average length of the time spent by the children in our schools. We cannot make the prizes so valuable as to make it worth while in a pecuniary view for the children to wait to compete for them.

(h) The chance of obtaining such an appointment would probably have some effect in keeping the children longer at school.

5. I have a very strong opinion that, wherever it is possible, education *should* be supplied to the poor gratuitously. It is commonly objected that the parents care more for the education if they pay for it. I believe this to be entirely a fallacy, founded on inattention to the difference between material and intellectual possessions. It is quite true that people value material objects for which they pay, more than those which they can get for nothing. A poor child or a poor man takes care of a Bible for which he has paid money long hoarded up by pence at a time for such a purpose; whereas, if he had had it given to him, and knew that he could have another for asking, he would not care if the first fell to pieces. Therefore I never give away Bibles or Prayer books, except by way of reward, or in some rare cases of special favour, where the circumstances of the gift impart to it an honorary value in the receiver's eye, so that no other book of the same sort would replace the loss of this. But the case of the intellectual gift is quite different; you are offered a week's learning now, but if you throw it away, neither the parson nor the squire can replace it, it is gone for ever. You may be tempted to sell it, many parents do sell it; they send out the child to some trumpery job for 2*d.* a week. Those who are thoughtless enough to do that would have been still more tempted if the child had been at a paying school, for then they would not only have earned 2*d.*, but saved 2*d.*, the school payment, besides. Therefore, the temptation to keep the child from school is doubled. And, in point of fact, the school payment does operate very much to prevent parents sending their children to school. Benevolent people try to obviate this by paying for children whose parents appear too poor or are too reckless to pay for them; the effect of this is very bad. The steady labourer thinks it hard that he should have to pay out of his earnings for his children's schooling, while the drunken idler's children are sent gratis. It is not that he himself minds paying, but he thinks it is not fair that he should pay, while others who ought to be able to pay as well as himself, get the same advantage for nothing. Therefore I say, if you have the means, let all be taught gratis; then there will be no jealousy, and there will be no excuse that we cannot afford to send the children to school. Cannot is generally only a mask for will not, and if the children are taught gratuitously, I *will not* send my child to school must be openly and hardily avowed, which people are not quite so ready to do. Now, for the matter of experiment; the school of this parish is gratuitous, and I doubt much whether there is

another parish in the county that can show an equally good register of attendance. I know that it stands upon the very highest line in that particular; that is pretty good proof that the parents do not think the children's education not worth having, because it is to be had for nothing. But we do not give them the *material* implements of education for nothing: we want them to learn to take care of them, so we make them buy them. They buy their slates, their pencils, their copy books, their pens, and as they advance in the school, their Bibles and prayer books. They do not like not to have a copy book to write in like the others, nor to have a three-cornered fragment of a broken slate, instead of a good sized slate in a wooden frame; and they will exert themselves to get these things, and the parents wilt exert themselves to get them for them; and the things are their own, their property, and they take them away and bring them back with them. And if they are, child like, sometimes careless of their property, I will be bound for them that they take a deal more care of it, at any rate, than they would if it was the school property. Therefore I say, it is much better to give them their learning, and make them pay for the implements, than to make them pay for their learning and find them the implements, as is done in many schools.

I have been long, and I fear tedious upon this head, but it is a point which I think important, and I am aware that my view of it has not been the one generally taken, though I believe it is coming rather more into favour of late.

6. I should leave this to be answered by the present school inspectors; I have been 14 years out of that office.

7. (c) There is often a want of interest on the part of parents in their children's education, but I think more commonly an opinion that their children *know enough*. The parent finds that his child at nine years old can read as well as the parent could at eleven, perhaps better than the parent can now, and so he thinks the child's education is finished, and then comes,—

(d) The value of the child's labour, which is generally a great temptation to the parent.

8. I think the Government system of grants in aid is very liberal as to amount of money, quite liberal enough; I should hardly have wished *so much* to be given in this way. I think the conditions specified in the question are quite proper, and should be insisted on. Particularly I think the system of Government inspection excellent, and, as far as I have heard, it is carried out in a manner at once efficient (as far as the limited number of inspectors will allow) and conciliatory; I should much wish it to be more generally extended. Thus far there is nothing to complain of, but I should wish to see a little more liberality at head quarters, and less stiffness in enforcing precise uniformity and conformity as to buildings, school furniture, &c. I am quite ready to admit that the secretary to the Committee of Privy Council must have a far more accurate general knowledge of what is desirable in these matters than the local managers of schools can have, but still it should be remembered that the local managers are to do the work, and they are therefore entitled to have some respect paid to their wishes and opinions, and not to be obliged

to have their floors boarded, and their desks and benches cut and fixed to regulation pattern. I say this with no personal feeling, for in my own school we do not receive, and have never asked for, any aid from Government, but I have seen a good deal of what I must call unnecessary vexation inflicted in other places by rigorous minuteness in unessential particulars.

9. I have nothing to say on these schools.

10. See answer to question g. I think voluntary liberality would be more stimulated if it was more liberally met in regard to the point above stated. I do not think that any considerable number of persons entertain conscientious objections to the existence of the Government system. But I do think that many persons entertain serious apprehensions as to the effect of the way in which it is, or may be, worked. They are apprehensive of a leaning on the part of Government towards secularizing education, getting it more and more out of the hands of the Church, discouraging Church of England teaching even in Church schools. I do not say that these apprehensions are well founded, but there certainly is a considerable jealousy of Government interference.

11. I have not had opportunity of observing the work of such schools.

12. (f) I should decidedly object to a system of rating.

13. I would not make school attendance compulsory; I do not see how, in the present divided state of the country as to religion, it would be possible to make such attendance compulsory, unless you also excluded religious teaching, which I think would be fatal. For the same reason I should not wish for the establishment of schools under the direct control of the State.

VII. VIII. I am not prepared to make any remarks on the subjects inquired into under these heads.

SIR, June 13, 1859.

I BEG to return the above answers to the inquiry addressed to me by the Education Commission, and remain,

Your obedient servant,

F. Stephen, Esq., Education Commission.

JAMES RANDALL, Archdeacon of Berks.

Bishop of St. David's.

1. My opportunities for about the last 20 years have been such as have fallen in my way in the administration of the diocese of St. David's,—in some respects, therefore, more,—in others less,—favourable than those of a person actively engaged in the management of a school.

2. I do not see how this question can admit of a general answer. Whether that which is *desirable* is also *practicable* must depend on the circumstances of each case; and I am afraid that the coincidence of the two conditions is a rare exception to the general rule. As to that which is *desirable*, my opinion is, that, up to the age of 14, the child's time would be spent more beneficially to itself at a good school than in any employment of which it is then capable. The

evil of withdrawing it from school at an earlier age is not, as it appears to me, so much the shortening of its school time, as the loss of the most precious portion of that time,—the portion in which the instruction may be expected to tell upon the youthful mind with constantly increasing effect. I am inclined to consider the two years between 12 and 14 as, for school purposes, worth all that have gone before.

3. When the child has been under instruction until the age of 14, I think it must be either the fault of the school, or the effect of natural incapacity, if the child is not qualified to take advantage of every opportunity that may afterwards come in its way, both of improving its worldly condition, and of adding to its stock of knowledge and cultivating its talents, and to become a happy and useful member of society.

Music, I think, should enter into every course of popular instruction, as an inexhaustible source of humanizing enjoyment. The value of *drawing* will depend more on special circumstances, both of capacity and situation.

4. I see nothing but advantage in all the methods enumerated, as I do not concur in the objection which has been raised against *prize schemes*, as, if I understand it, tending to substitute the desire of distinction for the pure thirst for knowledge, which, however, I admit to be the better though not always an equally efficacious motive to diligence. Nor do I think that a good school will ever need any such extrinsic stimulants.

No. (h.) is, as far as I know, an experiment which remains to be tried, but of which I should be inclined to augur well.

The Sunday school, as it can only be considered as an instrument of religious instruction, cannot supersede any of the other methods, and has the advantage of being consistent with them all, while it is not, like most of them, necessarily restricted to peculiarly favoured localities. Its value, when it is properly conducted, and not made a substitute for the day school, or a place of religious task-work, can hardly be over-rated.

5. This question is not, I presume, meant to apply to those cases in which education must be "supplied gratuitously," or not at all. Whenever the parents are able to afford the cost of their children's education, I think the sacrifice must be beneficial to themselves, as promoting habits of economy and forethought, and fostering feelings *of independence*, and of interest in the school.

I have however, been informed by a gentleman who has had the best opportunities for ascertaining the working of a prize scheme in the schools round Swansea, that its influence has already become apparent in promoting regularity of attendance. But, as it has only been in operation a couple of years, it remains to be seen whether it will *prolong the period of instruction;* and my informant, though a zealous supporter of the scheme, did not seem to anticipate that it would have that effect to any *appreciable extent.*

6. It will be seen, that in my previous answers I have not defined any standard of education, but have only spoken of the general result which I conceive to be attainable, and to be actually attained by a great many schools. Perhaps, therefore, it may be proper that I should here add a few words of explanation. In a comparison of the various benefits which the child may derive from education,

I assign the lowest place to the amount of knowledge—the facts of whatever kind—with which its mind may be stored. The highest, in my opinion, belongs to the moral and religious influence of the school; the next to the development of the intellectual faculties. The subjects on which they are exercised, though not absolutely matter of indifference, I regard as one of far less importance. The most valuable of all attainments that the child can acquire at school I hold to be such a command of the English language as will enable it to read any ordinary book with an intelligent interest. What kind of knowledge is supplied by the books which it reads at school I consider as comparatively immaterial. I believe that nothing can be better adapted to the purpose than miscellanies, such as are in very general use, containing information of a great variety of subjects,—history, biography, geography, arts and manufactures, elementary science in its application to "common things," particularly where the teacher is capable of using them as text-books.

I would say, then, that a boy who had become in this sense an intelligent reader, who was also a ready reckoner and a neat penman, and who possessed the elements of music and drawing, whatever might be the amount of his miscellaneous knowledge, would leave school in the condition above described (3). I am aware that English workmen are believed to be behind those of the Continent in acquaintance with the *rationale* of their business, through want of instruction in the lower branches of mathematics, physics, and mechanics. But I conceive that before the age at which children, even in favoured districts, commonly leave school, instruction in such subjects would be premature, and that the evening school is the best place adapted for supplying this deficiency. Coming, then, to the proper subject of Question 6, I can only say that in my diocese, comprehending the counties of Carmarthenshire, Pembrokeshire, Cardiganshire, Brecknockshire, and part of Radnorshire and Glamorganshire, there are, I believe, samples of every quality of education, from that which I have just sketched to the very lowest,—that afforded by teachers whose learning is pretty nearly confined to the spelling, copy, and four or five rules of the cyphering book, and who are only able to use the Bible for a mechanical exercise in very bad reading.

7. All the obstacles here enumerated, unless it be the last, as to which I do not venture to speak, are in operation more or less in various parts of my diocese. There are districts in which, through the general poverty and the apathy of the wealthier classes, more schools are wanted. There are many schools in need of better teachers or a better organization. I believe, however, that parents are seldom utterly destitute of interest in their children's education, though it may be as rarely that the interest they take in it, or their belief in its value, is strong enough to counterbalance the temptation of any gain which they may derive from the labour of their children. It is indeed only from the better class of schools that such a result can be reasonably expected.

8. I believe the existing system of Government aid and inspection to be the best suited, if not the only one at all applicable, to the actual circumstances of the country. But I think it is so administered as to withhold the benefit from the districts which stand in the greatest need of it, but which, on that very account,

are unable to satisfy the conditions on which it is bestowed. This has been repeatedly pointed out with regard to South Wales in the reports of Her Majesty's Inspector, the Rev. H. Longueville Jones, and is an unquestionable fact. I do not refer to it in the way of censure. The regulations themselves are, I believe, wise and wholesome; and it is only to be regretted that it has not yet appeared practicable safely to modify them so as to meet the exceptional circumstances of poor districts.

9. I am not sufficiently acquainted with either system to offer any opinion upon it.

10. I am sure that the existing Government system very extensively *stimulates voluntary liberality*. I am not aware of any case in which it has had the opposite effect. I believe there is a considerable number of persons whose theory as to the legitimate functions of Government is inconsistent with that system. I have no right to doubt that their objections are *conscientious*. I have heard that their number is decreasing, and that they are not very well satisfied with the practical working of their theory.

11. The result of my observations has not led me to think favourably of endowed schools for elementary popular education. Much, however, must depend on the amount of the endowment, and the nature of the conditions attached to it. Where it provides a salary just sufficient for the support of the teachers and gratuitous instruction for the scholars, I believe it must prevent the possibility of a good school. But there may be cases in which it enables the managers of the school to procure the services of a more efficient master than they could otherwise have engaged, without diminishing his motive to exertion, or the wholesome effect of the school payments on the parents of the children.

12. Until some plan shall be devised more efficient, and without any counterbalancing evil, I should wish to see the existing system of Government aid and inspection maintained. Its operation seems to me to be entirely for good, so far as it goes. But I think it might be very beneficially extended to large classes of schools—ragged and evening schools in towns, and day schools in poor rural districts—which are at present excluded from its aid. I am aware that this *development* of the system would involve a very serious increase of expenditure; but I do not know of any object to which the expenditure could be more profitably applied, nor, if the object is to be attained, do I believe that this would be done more cheaply in any other way.

(d.) I do not clearly understand the nature of a *system of public aid*—supported therefore, it must be presumed, by public funds—which would be distinct from the existing system of Government aid on the one hand and from a system of rating on the other; and therefore, without pretending to prejudge the question, I have none such to propose.

(e.) The "voluntary principle" would be admirable if it was able to work positively as well as negatively. Unfortunately, experience has shown, that while it is strong enough to reject aid derived from any other "principle," it is unable to supply the place of such aid from its own resources.

(f.) I am not prepared with a solution of the probems involved

in the establishment of a system of rating for education; but, supposing them to be happily solved, when I consider what seems to me its inevitable operation on the character of the schools which would be maintained, and on that of the teachers who would be trained under it, I cannot but apprehend that it would be likely to cause evils far greater than those which it is designed to remedy. It would apparently either extinguish all voluntary efforts, and suppress all schools in which the teacher was to give religious as well as secular instruction, or it would burden the supporters of such schools with an impost for the maintenance of other schools conducted on principles which they believe to be false and pernicious.

(h.) The most important of all the methods above enumerated of prolonging education and preserving its results, appears to me to be the evening school, covering the period which intervenes between the age at which the child commonly leaves the day school, and that at which the youth is qualified to take advantage of the lectures, libraries, and other means of improvement which may be provided for him. The establishment of such schools is both most important and least difficult in towns and populous neighbourhoods. But even there it seems to require, as well as to deserve, the stimulus and support of Government aid. In rural districts it would be seldom practicable without an outlay disproportioned to the probable result. The need is far less pressing, and may, to a greater degree, be supplied by the Sunday school and the lending library.

13. I could hardly answer this question without pointing to the ambiguity which lurks under the term *compulsory*. Every law is, by its very nature, *compulsory;* but it may, nevertheless, be perfectly in accordance with the judgment and feelings of the great mass of the community: and the obedience paid to it may, in all but a few exceptional cases, be willing and cheerful. But the question as to *making school attendance compulsory* seems to suppose that the law for that purpose does not express, but overrule, the opinions or feelings of the majority of those who are subject to it. In the abstract, I am clearly of opinion that the State has a right to compel every parent, however indifferent or unwilling, to give to his child, or at least to permit it to receive, such a measure of education as may prevent it from becoming a useless or dangerous member of society. But if the compulsion was applied in a mode generally offensive, it would probably in the end be defeated or evaded, and in the meanwhile be doing as much harm as good. I should hardly think it safe or practicable to exercise any direct compulsion on parents—except in cases where they abandoned their children, or were training them in evil courses—for enforcing the attendance of their children at school. But there would be no such objection to the requirement of a certificate, not of school attendance, but of a certain measure of elementary instruction, as the condition of employment, under a penalty on every employer of youthful labour who should give employment to children past a certain age without it. It seems, however, to follow, that gratuitous instruction must be provided in some form by the State for all children whose parents are unable to afford them the means of

education; though it might not be necessary for that purpose to *establish schools under the direct control of the State*, which, unless where it was manifestly the only safeguard against a greater evil, I should deprecate.

14. I do not know how to answer so large a question, except by reference to what I have already observed on Question 6.

15. I can only speak of the Carmarthen Training College, in the management of which I take part as a member of its Local Council. I think the training which it gives to its students is on the whole *well adapted to its object.* If it is less so than it might be, I should attribute this, not to any deficiency in those who conduct it, but to the system imposed upon them as the condition of Government aid: and as to this, my only doubt is, whether it has not prescribed a wider range of study, and a higher degree of attainment, than is likely to be practically useful in the situations which most of the students may be expected to occupy. Wherever this is the case, the knowledge which—for professional purposes—lies barren, will either be speedily lost, or will be a constant source of dissatisfaction in the teacher with his situation. Still I regard such excess as a fault on the right side; and it must not be forgotten that attainments for which there may be no opportunity of exercise in the ordinary schools, might find an ample field of usefulness in the evening schools. But I have no doubt that many teachers are over-trained in proportion to their work; and that if they are satisfied with their profession and their social position, it is because the religious principles in which they have been trained overpower their motives to selfish discontent. It is just on this account that I believe a large body of schoolmasters, who should be trained with a view to a system of purely secular instruction, as they would probably be for the most part under no restraint of any religious principle, would prove a very dangerous element of society.

16. The system of apprenticing pupil-teachers appears to work usefully, where means are wanting for procuring the services of an assistant master; but the boy can never be expected to do the work of a man. If the system feeds the training colleges, it seems to do so in some cases at the expense of the schools in which the preparatory process takes place.

17. I think it must always be detrimental to the interests of the school that the teacher is entirely independent of school fees; but a stated stipend may be absolutely necessary or highly desirable to supply an inevitable deficiency in the amount of the fees. The best state of things, however, seems to be that in which the fees are sufficient to satisfy a competent teacher without any stipend.

18. I should be sorry to reply on any "specific facts," which it must be excessively difficult to analyze, so as to ascertain their exact bearing on the question, as the ground of my conviction as to the value of education in the true and full sense of the word, as including intellectual culture, and moral and religious training, both for rich and poor. My belief in its beneficial tendency—for the actual result will always depend on circumstances—would

be neither weakened nor strengthened by any number of facts. It rests on principles of human nature, which appear to me more evident, certain, and decisive than any records of particular experience.

C. St. David's.

May 1859.
Abergwili Palace, Carmarthen.

Hon. and Rev. W. H. Scott, M.A., Prebendary of Sarum, Rector of Maiden-Newton, Dorset, and Chaplain to the Bishop of Salisbury.

1. My opportunities of learning anything about the present state of popular education, beyond the superintendence of my own parochial school from its first institution, have arisen from being one of the local secretaries to the Salisbury Diocesan Education Board, and also one of the diocesan inspectors of schools appointed by the bishop.

2. I think it would be most desirable to retain boys at school to the age of 11 or 12, and girls for about two years longer, in agricultural districts, where the parents are either labouring people, or the tradespeople and mechanics usually found in country villages. Were it possible to keep them so long at school, they would, with the ordinary amount of intelligence found among the children of the poor, gain such an amount of education as would encourage and enable them to continue it in after-life, and to turn it to useful account, not only in simple reading, writing, and arithmetic, but often in practical science, such as mechanics, mensuration, and music; but above all they might acquire and retain such a knowledge of the Christian religion as would enable them to give a reason for the faith that is in them; whereas in all this district, and as far as my information goes, in most others, when the children of the poor, and especially the boys, come to be examined for confirmation at the age of 15, they have lost the power of reading and writing, and can give no more account of their faith than if they had passed their lives in the bush in Australia; and why is this? Because the children are frequently taken away from school at seven or eight years of age. However, I am thankful to say there is a marked improvement in this respect in my own district, and wherever the school is on an efficient footing, the parents gradually come to value it, and those who are independent of their employers become more and more willing and anxious to prolong their children's education, and frequently forego their earnings, till they are unwillingly obliged to send them into the fields, bird keeping or following their masters' horses.

Beyond the ages above mentioned, I do not think it would be desirable to retain in school those children whose future occupation is likely to be agricultural, mechanical, or domestic service, for the two former especially will never be so well learnt as while the hands as well as the minds are flexible, and while the youthful love of copying and imitating is still strong and exercising a powerful

influence on the habits of the child. There is a vast amount of practical skill required to make a really good agricultural labourer; but although this skill must be acquired in early life, I am satisfied that farmers will find, as implements are multiplied and science expanded, that so too the minds of the workmen should be enlarged, and that nothing will do this so effectually or so speedily as school teaching.

3. If it were possible to keep children at school as long as I have here suggested, I think we might instil into their minds a foundation of religious knowledge and an acquaintance with Scripture, which would be invaluable in all after-life, though I do not suppose that their opinions would be so settled as to retain them as members of our church should they be afterwards subjected to dissenting influence, and for this reason Dissenters do not generally object to their children being educated in our church schools. As to secular education, the great object appears to me to be correctness and fluency of reading, facility and neatness of writing, with good spelling, and accuracy in arithmetic; the general training of the mind to habits of thought and attention, for which lessons in composition are valuable. Beyond this, I would only recommend English history and geography in our rural districts, with as much music as there is opportunity of teaching, which, though not directly telling on their means of obtaining their livelihood, is yet indirectly most valuable, belonging to both religious and secular education. I do not think any other matters of taste could be generally introduced into our village schools in rural districts.

4. I do not know any question more difficult of solution than the means of prolonging instruction after leaving the day school, and my conviction is, that none will succeed unless the child be sufficiently educated to read and write with ease to itself ere it leaves its daily school.

(*a.*) The Sunday school I look upon as a necessary grievance, which cannot be dispensed with until parents are able and willing to give religious instruction at home, and also to take their children with them to their place of divine worship. The too common result of the Sunday school is to make Sunday an irksome day, by taking children to church when already wearied with school and the result is, that as soon as they can escape from school they equally avoid going to church.

(*b.*) The half-time system I entirely approve of in theory or principle; but, as far as my experience goes, it is seldom carried out sufficiently to lead to any permanent good; still, I think, it is to be encouraged.

(*c.*) I cannot speak from my experience of industrial and domestic training in school; but I do not think it would generally succeed.

(*d.*) Evening schools I conceive to be by far the most successful of all the various modes of prolonging education, and are calculated to do good indirectly by giving occupation for long winter evenings, as well as directly in blowing up the spark of knowledge which would otherwise be extinguished, and therefore I think they deserve all encouragement, although they only apply to half the youthful population, and that for only half the year, because evening schools

can never be made available for girls or for boys during the summer months.

(*e.*) Lectures and mechanics' institutes are very useful and desirable in gas-lit towns.

(*f.*) Free and lending libraries are most valuable and highly prized among the poor, and would be of invaluable service were our poor children able to read with ease and fluency. A lending library should be an indispensable appendage to every parish school, for the school must be very inefficient if the lending library be not valued.

(*g.*) School prizes I also look upon as indispensable. In after-life we all look for some reward of labour, and why not in childhood? Quis enim virtutem amplectitur ipsam, Præmia si tollas? But prizes should be given for good conduct and regular attendance far more than for advancement in learning; a higher place in school being always sufficient reward for talent and superior ability. I have also found that the parents generally place more store upon their children's prizes than the children themselves, and thus they are encouraged to keep them longer and more regularly at school.

(*h.*) Distribution of minor State appointments on educational grounds would, no doubt, give a considerable stimulus to popular education, and would enhance the value of scholars' certificates, if they were considered in such appointments.

5. I have no hesitation in saying that education should never be given gratuitously, though I would have a scale of payments graduated according to the circumstances of the parents. Where education is enforced by the State it may be gratuitous, but not otherwise.

II.—Actual State of Education.

6. The actual state of education of the labouring classes in this district is still very low, not from any defect in our schools, which seem to me as well-conducted as in the border counties of Scotland, where the population is far more intelligent and better educated than in this part of the country; for when boys at the age of 15 come to be examined for confirmation, a large proportion can scarcely read intelligibly; and when, a few years afterwards, they come to be married, it very frequently happens that neither party can sign the register, except by their ×. These deficiencies arise from the very early age at which education entirely ceases, the parents not being able to continue it at home as they do in the north.

III.—Causes of Deficiency.

7. The most common causes of deficiency are too short and too irregular attendance at school.

(*a* and *b.*) There are not many parishes in this district without a school, but from deficiency of funds there are many with untrained, and therefore insufficient teachers, whose method of teaching and choice of subjects are both of them very defective.

(*c* and *d.*) Where the parents are very ignorant themselves, they do not value education for their children, and then they plead poverty as an excuse for not sending them to school; but this sel-

dom happens except where the mother is a widow, or the father a frequenter of public-houses. The value of child labour is, however, a strong temptation, and very frequently induces the parents to take their children away from school; but (*f*) the ordinary terms of hiring farm servants is a still more common cause of early departure from school, as the master generally makes it a part of his agreement that he is to have the use of all the children, and often takes them away at seven years old. This is a very common social arrangement, and very detrimental to education among the labouring poor. Again, whatever may be the organization of the school, there will seldom be a good attendance, unless the managers possess and exercise a good influence with the parents, to impress upon them the value of sound education.

IV.—Character of the existing System of Government Aid and Inspection.

8. I think and believe that the existing system is working remarkably well; that it is overcoming prejudices and gaining ground every year, and will continue to do so as it is further developed; but as yet it certainly does not reach those agricultural parishes where the population is poor, and there are no resident proprietors who take an interest in popular education.

9. I have little acquaintance with either pauper or reformatory schools; with regard to the former, I wish the parochial clergy were *ex officio* guardians of the poor, and might thus have some influence as regards the union workhouse schools, and also in granting extra relief for the education of outdoor pauper, orphan, and deserted children, under Act 18 & 19 Vict. c. 34., which, as far as my experience goes, is now a dead letter. The children of criminals would generally come under the head of outdoor paupers: if not, I fear they must be left to private charity.

10. The existing Government system does certainly not diminish voluntary liberality in rural districts; on the contrary, I am sure it has excited many landowners to build school-houses on improved principles; and though, in former years, many of the established clergy had conscientious objections to the conditions on which aid was given, I am not aware of any in this district who still entertain them.

V.—Endowed Schools.

11. All my experience goes to prove that, as far as regards popular education, an endowed school is a great misfortune to a parish, and can only be adapted to the existing condition of society in so far as the endowment can be assimilated to an augmentation grant to a superior teacher; but the existence of any endowment seems to lie as a dead weight on a parish, suppressing all individual efforts.

VI.—Suggestions.

12. I should certainly wish to see the existing system of Government aid and inspection maintained, and I should hope to see it further developed, by extending its aid to plans which cannot now come up to its requirements. Some inspection is also very necessary, and therefore the power of inspecting should always be a

condition of pecuniary aid, though practically diocesan inspection, where it exists, may in many cases be sufficient. I do not see the object of the substitution or addition of any district or other system of public aid and inspection, unless combined with a system of rating, which I would by all means eschew. I believe it would be impossible to carry it out, and that it would raise a new element of discord wherever it was attempted, fomenting every difference of religious opinion among all ranks, both those for whose benefit the rate should be made, and those from whom it should be collected.

(g.) I believe it would be for the benefit of education generally, and especially for those places where there are endowments, if those endowments were all paid over to the Education Department of the Privy Council, and from thence re-distributed as public money, as is done by the Ecclesiastical Commission; but it would be dangerous thus to meddle with legal trust deeds.

(h.) I have already mentioned that the modes which occur to me of promoting the education of this district are those of extending Government aid to small and poor parishes, and further assisting night schools.

13. I long thought that nothing short of compulsory attendance, and imposing a penalty on employers hiring children under a certain age, would make it possible to educate the children of the labouring classes; but on mature consideration, I am satisfied that the difficulties attending such a law would be insurmountable, and that before we could impose compulsory attendance on rate-paid schools we must, in each rate-paying district, have as many schools as there were differences of religious belief among the inhabitants. In short, the disadvantages arising from an educational rate, or from compulsory attendance in rural districts, would far outweigh any benefits.

VII.—Teachers and Training Colleges.

The teachers of such private schools as are within the reach of those who are little removed above the labouring classes are singularly inefficient, and their ability far below that of trained teachers in National schools, so that the small farmers now commonly send their children to the National schools. The dames generally teach *nothing*, but occasionally they teach some of their children to read in a sing-song tone, which has to be unlearnt with much difficulty when they have the good fortune to reach a National school; but the dames are invaluable in taking care of little children. The training given to teachers at our training colleges is, I think, nearly all we can desire; the whole tone of a school under a trained teacher being manifestly superior to any similar one not so circumstanced. During the short time that I was president of a schoolmasters' association in the county of Dorset, I met with two or three masters who were evidently dissatisfied with their social position, but these were exceptions to the general rule.

16. I have every reason to be satisfied with the system of apprenticing pupil-teachers, and I find other school managers equally so. I also believe that the late Minutes, admitting older boys on passing a sufficient examination, will be a considerable improvement, benefiting both the school and the schoolmaster.

17. I am satisfied that schoolmasters and mistresses should be paid entirely by stipends, and have no pecuniary interest in school fees, as they can then speak to the parents on the necessity of regular attendance, without any imputation of pecuniary motives.

VIII.—Results.

18. The experience of my own parish, since a day school was first instituted in 1842, is that education has done more to civilize the inhabitants, and to prevent outward acts of impropriety or breach of law, than in increasing vital religion; but it is saying a good deal to allow that manners and habits are improved, in spite of the disadvantage of having the parish inundated for 11 years by about 100 navvies, mixed up with a population not exceeding 800 souls, and setting an example of living entirely without God in the world. What would have been the condition of the rising generation had there been no school during such a season of demoralizing influence?

William Hugh Scott,
July 6, 1859. Rector of Maiden-Newton, Dorset.

Miss Elizabeth Sewell.

Sir, Bonchurch, Sept. 16, 1859.

In replying, so far as it is in my power, to the questions proposed by Her Majesty's Commissioners of Education, it is incumbent upon me to state that my experience of the working of parochial schools is so slight, and the opportunities which I have had of obtaining information upon the subject are so wholly inadequate to its importance, that nothing but the fact that the inquiries have been personally addressed to me, and that it might therefore be wrong and uncourteous to put them aside, would justify me, in my own eyes, in bringing forward the very crude and probable impracticable suggestions, which are all I have to offer.

The National Parochial School at Bonchurch, which is the only school about which I am competent to give an opinion, has never been under the control of the Government inspector. It is a small mixed school, numbering on the books at present about 70 scholars; when it was first established in 1848 there were only 15. The mistress (for there is no master), although partly educated at a training school, has never passed a Government examination; she has therefore no pupil-teachers, her only assistant being a young woman whom she educated herself, and for whose services the committee offer a small remuneration. The children are well taught and kept in excellent order, for the mistress has proved herself to be admirably fitted for her duties, but the range of instruction includes only Scripture history, the elements of English history and geography, writing, arithmetic, and needlework, besides a little practice in composition, not according to any regular rule, but merely so far as it may be acquired by writing short letters and abridgments of the history which the pupils have learned. Singing is practised, and a very few of the children know the rudiments of

music, but this instruction is given privately; it forms no part of the school system.

I would further remark that the Bonchurch school enjoys peculiar advantages. The population of the parish is small, containing scarcely any persons who can strictly be termed very poor. Dissent, though it exists, is passive, and as the National school has from its commencement afforded a good education up to a certain point, and proved a means of moral improvement to the village, which is universally acknowledged, there is no temptation to interfere with its working. I believe I am correct in stating that every child in the parish, in a position to profit by parochial education, receives it at the National school, whilst several of the higher tradesmen are glad to avail themselves of the advantages which it offers to their children. To draw any definite conclusion as to schools in general from the experience of one thus circumstanced, would be manifestly unwise, and I must therefore again repeat that the questions proposed by the Commissioners can receive from me only very limited answers.

With regard to "the age up to which it is practicable and desir-
" able for children of either sex to continue their attendance at
" school," I should say that, in my own neighbourhood, it is very desirable, but scarcely practicable, to keep them under instruction till the age of 14. The boys at the Bonchurch school leave it earlier because we have no master. The average age for the girls may, I think, be reckoned at 13, it would probably be less but for a plan which the school committee have adopted with the view of training the elder girls for domestic service.

Between the ages of 13 and 14 the girls are taken into the households of the resident subscribers to the school, and employed in domestic work from 8 a.m. till noon. In the afternoon they are required to be at the school; but on Saturdays they may remain the whole day, receiving their meals. They are likewise permitted on previous application to the schoolmistress, to remain the whole of any other day, when they receive sixpence, besides their meals. On Sundays they are expected to attend Sunday school, and to go to church under the care of the schoolmistress. After having been thus trained, the girls are competent to enter at once upon service in gentlemen's families. It is the business of the committee to seek for respectable situations for them, and any girl thus obtaining a place, and keeping it for a year, receives, on producing from her mistress a certificate of good conduct, the reward of a sovereign.

It is evident that this plan presupposes a number of residents able and willing to undertake the charge of untaught girls, and an amount of subscriptions sufficient to admit of a comparatively large expenditure in rewards. The scheme could not be generally carried out without great modifications, and those probably varying in almost every place; but it has hitherto proved so remarkably successful that I will venture to draw attention to some of its most obvious advantages.

It certainly tends to keep the children longer at school, for any girl removed before she had been trained for service in the manner required by the committee loses her claim to the offered reward.

It also (and this is a most material point) keeps the girls under control at the very period when they are first learning to be independent. Faults which might be their ruin in after-life are discovered and checked by those who have an influence over them, and they are still subject to punishment as being under school authority. I have known an instance in this. A child, training for service whilst at school, was guilty of dishonesty and falsehood. Under other circumstances her character might have suffered irretrievably, but the fault though committed at service was treated as a school offence and punished accordingly. The girl being kept at school had an opportunity of recovering her position and has since been again in service, and gives every promise of becoming good and useful.

The reward offered for continuance in service is likewise so (it appears to me) valuable, as tending to counteract the wilfulness, love of change, and habit of discontent which are great temptations to young persons when first sent forth to make their own way in the world.

The authority of a mistress is stringent, indeed, to a certain extent, but it can be relinquished almost at any moment, and there is considerable pleasure to a young mind in the exercise of this power of choice. Idle companions, indolence, or temper foster the inclination, and the result is too often a tone of thoughtless independence, leading to grievous faults.

When, on the contrary, a girl feels that she is answerable for her good conduct to the persons whom from childhood see has been accustomed to respect, and knows that to lose her place is also to lose her reward, she has an object in retaining her situation, and when she has kept it for one year, she may probably keep it for two or three. Her first step in life has been made *well*, and how important that first step is to us all, God only knows.

Whether such a scheme could be at all furthered by the Government, I am of course not competent to say.

Perhaps it might be possible to offer some assistance in the way of reward, in cases where it was difficult or impossible to obtain the necessary funds. But I have no hesitation in saying, from my own experience, that the training which girls receive in well-ordered private families is beyond measure more valuable than any which could be afforded by the best industrial school that was ever formed. What girls require, besides an acquaintance with household work, is a knowledge of the habits of the upper classes of society. From the want of this, they are sent from school to lodging-houses, farm-houses, or into the families of persons very little removed from their own sphere, and therefore inspiring them with but slight respect; and the temptations of many of these situations are so great that we can scarcely wonder at the sad statistics of vice which are continually brought before us, and which make us shudder at the youth of those who have fallen, in the opinion of the world, almost beyond redemption.

If persons interested in parish schools would make a strenuous effort to keep, in some degree at least, under their own eye, the *girls* whom they have taught as *children*, it may be that there would be less need for those mournful moral hospitals, the refor-

matories and penitentiaries, to which public attention is at present directed, as if in them was to be found the salvation of England. I believe myself that, under ordinary circumstances, if a girl can be trained in habits of modesty and self-respect till the age of 18, there are very few temptations which are calculated subsequently to lead her astray; and certainly in no situation is she so likely to obtain such habits as in the quiet, well-ordered households of that class of persons who chiefly interest themselves in parish schools. I speak the more strongly upon this subject, because from the time that our school was established, in 1849, until the present year (1859), we have had no instance of any girl turning out what is commonly termed *badly*. Only one has been unsatisfactory, and of her I know nothing definitely wrong. All who have been trained for service have conducted themselves remarkably well, and are proving respectable and estimable members of society.

Yet, though domestic service may be made thus valuable, it is the universal complaint throughout England that good servants are rapidly becoming unattainable.

If it be so, something must be wrong, either in the feelings and habits of the upper, or in the training of the lower classes. It is of the latter only that I would now speak, with an earnest entreaty to those interested in their education to inquire whether it may not be possible in some places, by establishing a fixed and definite connexion between school and service, to raise the standard of both, and to make the careful teaching and the good conduct of childhood a preparation for, and a necessary step towards, the duties which are to follow.

And this leads me to the second question suggested by the Commissioners: "What amount of education can children of either "sex be expected to obtain in the period specified as the average "of school instruction, and of what should it consist?"

I would at present speak only of girls, for my experience lies chiefly with them. And I would own myself quite satisfied with the *amount* of education which the children receive at the Bonchurch school, and which I have already mentioned; not that I would by any means imply that the instruction is perfect, but only that the deficiency which may exist is in *quality*, not in quantity. I believe our children are quite as competent to express themselves clearly and correctly in writing, though they have only practised dictation and letter-writing, as they would be if they could explain the difference between adjectives and adjective pronouns, or give the derivation of words formed from the Latin language; and I think that they are likely to be obedient servants, good wives, and sensible mothers, though they have never learned to analyse a sentence, and have but the faintest possible glimmering of the meaning of the English constitution, or the physical geography of Europe. I cannot understand, indeed, how girls at a parish school can properly acquire more than this rudimentary education up to the age of 13. Their education is frequently interrupted by home claims; they are kept from school for days, sometimes for weeks together, to act as nurses to the younger children, or to watch their parents in illness; and their afternoons must be devoted to needlework, a most important branch of a girl's teaching,—far

more so than the intricacies of English grammar, a science which, like geology, whatever may be the antiquity of its facts, produces a new system almost every year.

Good work is, I believe, not always made of paramount importance in our National schools; but a girl who can work well with her needle is actually in possession of capital, from which, notwithstanding the grievous burdens laid upon seamstresses in London, she may reckon upon increasing her income, if not entirely deriving it. It is a recommendation which every mistress of a household feels, and an acquirement for which every poor mother of a family will own her gratitude. The Government inspectors cannot be supposed to be judges of needlework, but their office might not be the less important if, in some way, inducements for good needlework were held out by them.

But it may be said, if this amount of instruction is all that our children require, how are we advanced beyond the primitive dame schools, which were once thought more than sufficient for the education of the lower classes? And if we are not advancing, are we doing our duty? To this I would reply by another question: What is the object of the National schools of England, as at present constituted? Is it to fit the children of the working classes for their own position, or to open a door by the means of which they may pass into a station beyond it?

With regard to girls, I imagine the inquiry would be easily answered.

According to the present constitution of society, women are not intended to rise; they have no opportunities, and I do not wish to assume that it is desirable they should have.

The daughter of a labourer may, indeed, become a pupil-teacher and a village schoolmistress; but this is the exception, not the rule. And even admitting the probability of such an improvement in her social position, it does not follow that any increase in the *extent* of her acquirements is needed to fit her for it. The governess is not obliged to know subjects which she is not expected to teach. If she is not to instruct her pupils in music and drawing, she will not be at a loss, though she may be unacquainted with these arts. And it is not as though accomplishments were needful for the recreation of women of the working classes. They may be servants, dressmakers, schoolmistresses, and even lodging-house keepers, but in each and every situation their time will be most fully occupied.

A working woman—I include under the term all women who gain their bread by the employments open to the lower classes—may not be the mother of a family, but she has not, therefore, hours of leisure at command. When she has cooked her dinner, and mended and made her own clothes, she will think herself happy if she can spare a half hour to chat with a neighbour or read an amusing book. Beyond this she has, so far as recreation is concerned, no need, and I really cannot perceive why the advocates of higher education should wish to create any. If they say that it is their object to refine and elevate the minds of those who hold these inferior positions, I would suggest that perhaps real refinement and

elevation of mind will be found to depend not upon the extent, but the depth of the instruction given; and that a girl who knows thoroughly all she professes to know, however limited that *all* may be, will possibly be found in the end to possess a far more cultivated mind, in the true sense of the expression, than one who has skimmed the surface of a larger range of acquirements, whilst she cannot be said to be acquainted with any. I fear, indeed, that if an inquiry were made as to the effects of the present system of national education upon the minds of the young girls who are taught according to its requirements, the answer would be far from satisfactory. I have heard it regretted by persons practically interested in some of the best of our parochial schools, that pupil-teachers should so frequently be taken from the lahouring classes. They are, it is said, rendered by their education unfit for the society of their own families, and the result is pride, isolation, and discontent. A moral defect in the teacher must in a measure be communicated to the scholar, and it can scarcely be thought improbable that the irreverent flighty tone of mind, which is unfitting our girls for the quiet duties of domestic service, may in a great degree be owing to the pretensious and superficial instruction which raises them in appearance out of one station without giving them a firm footing in another.

But the remarks I have been making refer, it will be said, exclusively to girls. What is to be done with regard to boys? It is the glory of England that the highest offices in the State are open, irrespective of birth, to all who render themselves worthy of them; and this possible rise must be acknowledged and provided for in a good system of national education. I would grant this at once, but the remark appears to me to confound two very distinct objects.

A parish school is by its profession a school for children who are to labour, as their parents have laboured, to earn their bread by "the sweat of their brow." If, in its formation, we keep this object in view, we shall work for it and attain it. If we attempt to blend with it another and a very different aim, that of preparing for a rise in the social position, I believe we shall fail in both. The very few years which the children of the labouring classes spend at school are barely sufficient to enable them to read, write, and cypher correctly. Is it not mere waste to cut up their small stock of learning into fragments infinitesimally small, to give them a smattering of drawing which they will have no time to practise: or to go into the science of music, when the utmost that can be required of them is the elementary knowledge which, with a correct ear, will enable them to take a second in a village choir? And how can the rules of composition be advantageous to boys who will most probably never be called upon to do more than write letters now to their parents and hereafter to their wives: or the complicated laws of grammar be remembered by those who every hour in the day are accustomed to hear them broken?

If higher positions are to be attained, it must surely be by a different education in a higher school. And here, I think, we arrive at a necessity for which as yet, in England, we have no

public provision; I mean the establishment of superior schools for youths just above the position of the labouring classes, and into which boys from the parish school may from time to time be drafted, if their abilities give promise of further advancement.

In these schools the varied instruction which is now attempted in the parish schools may, I should imagine, be advantageously carried on. For music and drawing, grammar and English composition, algebra and mathematics, though useless to a boy who follows the plough or drives donkeys, may be most valuable to a carpenter, a mason, or a tradesman. It is from these classes that persons may be expected to rise, and it is for them therefore that superior education is needed, whilst any stimulus offered to them will operate also upon those in an inferior grade, if admission into their ranks is offered upon desirable conditions.

I confess, however, that I am quite unable to judge whether such upper schools, in connexion with parish or Government schools, could be established in England. The idea was first suggested to me by hearing that in Austria there were schools of regular gradation, by means of which the boys of the lower classes might rise in the social scale, according to their efforts and their ability.

What has been done in one country might, I suppose, be done in another; and the need is, without doubt, universally felt. Everywhere is arising the cry for schools for the education of the children of farmers, mechanics, and the lower class of tradesmen. All allow that it has been hitherto grievously neglected, and private efforts are in many places making to meet the want; but they are, I fear, often either unsystematic and undisciplined, or subject to the eccentricities of their founders, and carried on with a lavishness of expenditure which ends in failure. If the weight of Government authority were given to them, I cannot but think they might be put on a much firmer and more useful footing.

It may seem hard to exclude girls from the benefit of upper schools, if such could be established for them. Good education is especially needed for them, for bad as the education of the boys of farmers and tradesmen may be, I believe that of their daughters is infinitely worse; but I very much question whether any *directly public schools*, however well managed, would supply the deficiency. The very fact of publicity must, I fear, neutralise the advantage to be derived from them, by tending to diminish the simplicity and retiring modesty which are a woman's best, and, in fact, her only natural safeguard.

I believe that girls should, as much as possible, be taught only by women, and that, apart from the rightful authority of a clergyman, they should, whilst under education, be subject exclusively to the control and supervision of women; and the higher we rise in the scale of society, the more important, I am convinced, does this rule become. A Government inspector, examining a class of girls born in stations removed from that of the very poor, may no doubt arouse the intellect, but he will also, in nine cases out of ten, awaken the vanity also; and the benefit will scarcely counterbalance the injury. If the problem of the education of our English girls, in the classes referred to, is to be ever wisely solved, I believe it must be not by Government, but by English

ladies, working with self-denying efforts, and exercising each in her own sphere that quiet, but deep and most efficacious influence, which especially belongs to women, and which is a talent for which they must hereafter render account to God.

I have no doubt that upper schools for girls might be established and managed in this way, and I do not say that some *indirect* control might not be exercised over them advantageously by Government; but the system, to act well, must be very far removed from the excitement of publicity or emulation, which might bring the names of the pupils into notice, and I think that to avoid these evils it must be originated by private efforts, not by those of Government.

The observations which I have thus ventured to make at considerable length include, in some measure, an answer to several of the other questions propounded by the Commissioners of Education.

So far as I can understand, it would appear, for instance, that "the distribution of minor State appointments upon educational "grounds" might well be used as a stimulus to the upper schools, if such could be established; whilst prizes, or assistance in first embarking in some trade, might in the same way be held out as inducements for good conduct and industry. I believe that education is often rendered comparatively valueless in a worldly point of view from the want of such assistance. A boy of ability may work well while at school, but when he leaves it, he follows the plough, or runs on errands, or too often idles away his time altogether, because he has no opportunity afforded him of doing anything better; and in the generality of such cases it will be found that in the end a very large proportion of his school instruction has been quite forgotten.

Of industrial and domestic training I have already said all that occurs to me.

Sunday schools, apart from their religious use, act, I believe, very beneficially in retaining a hold upon the children who have left the day school; and the influence of the persons who teach them is, I know by experience, in many instances most salutary.

Evening schools, I have no doubt, operate powerfully in the same way. Of lectures and mechanics' institutes I do not know enough to offer an opinion.

Lending libraries, are, I believe, great means of usefulness, but I do not think they should ever be offered gratuitously.

Neither do I think that the education of the poor should be entirely gratuitous, on the contrary, I am sure that the lower orders value their advantages very much according to the price they are compelled to pay for them. The principle is inherent in human nature, and in accordance with it; I cannot but think that upper schools, if established, might be made almost, if not entirely, self-supporting; that if the rewards were offered by Government, the ordinary expenditure of the school would be sufficiently provided for by the scholars. Exceptions might, of course, be made with regard to boys drafted from the lower school, and whose parents would not be in a condition to pay for them; but this

would be only offering a prize for previous exertions, and need not not interfere with the rate of payment required in other cases.

Of the actual state of education in England generally I am not able to speak; in my own very small neighbourhood, I should say that, upon the whole, the little which is attempted is satisfactorily attained. There is not found on the part of the parents any want of interest in the education of their children, rather I believe that the progress made by them is noted with thankfulness, and is the real cause of the willingness evinced to send them to the school, and to submit without complaint to the discipline enforced there. Where there are opposition schools, I believe it is always found that the best instruction will in the end secure the best attendance.

Of the existing system of Government inspection, I can only judge from hearsay. Apart from the fact that the standard of education is too high, I have always understood that it works well, and I have no doubt that the possibility of obtaining Government assistance upon certain conditions, *especially that of proportionate subscriptions*, tends to stimulate voluntary liberality. If an attempt were made to enforce an educational rate, I believe the effect would be to paralyze the efforts for education now making so extensively throughout the country. A large majority of persons who now give liberally for the support of local education, would, I imagine, feel that when they had paid the rate nothing more was required of them; and even if the sum collected by assessment were to prove sufficient for the needs of the country, it would be paid unwillingly, and be entirely unaccompanied by the cheerful, self-denying zeal which is now shown in many instances of local efforts for education, and which is the great engine to which we must trust for improving the condition of the lower orders.

We are apt to contrast the plans for education in England with those in practice on the continent, and many useful hints may no doubt be gained by the comparison; but it should never be forgotten that the character of the English people is essentially different from that of the majority of the continental nations.

We are an originating and self-governing race, singularly willing to submit to established laws, but only on condition that we are permitted to take part in their formation. The characteristic is exhibited in all classes and under every shape, from the outcry for reform which shall give to every man an indirect voice in legislation, to the demand of the subscribers to a village school that they shall be permitted to form their own committees, and by that means assist in establishing the necessary rules.

We need not inquire whether such a national characteristic be desirable or dangerous; it exists, and we have only to deal with it as a fact, and I believe a very important one, in the question of State education, since it tends to show that the office of the Government in England is to stimulate rather than to originate; to enforce, indeed, salutary checks, and exercise a wise supervision; but, within certain limits, to leave free agency to those who are locally interested in the success of the work that is undertaken.

I would even go farther than this; taking up the question of State interference upon other grounds, I would say that if the

Government could at the present moment establish schools in every town and village in England, if it could ensure a perfect system of instruction, and offer the highest possible inducements for industry, I believe the result would be found a total failure in all which really constitutes valuable education.

We should have sharp, self-willed, hard-minded, and, in the majority of cases, unprincipled boys; and bold, disobedient, and cunning girls; and that, because we had overlooked the one great element of personal influence, without which it is, in the ordering of God's Providence, that no lasting moral good shall ever be effected.

The State can stimulate the intellect, but it cannot touch the heart; and an inquiry into the working of our National schools would, I think, at once prove the fact, if anyone were inclined to dispute it. The schools which are peculiarly successful in sending forth into the world young persons fitted to discharge the duties of their station (and this is what we really want) are those in which the personal influence of the individuals interested in their management is constantly and judiciously exercised, not those in which the intellect is tasked to meet the demands of the Government inspector.

The two conditions are, however, by no means necessarily distinct. A clever boy is not, therefore, a bad boy, and an advanced school in intellect may be a superior school in morals; but morality is beyond dispute more important than talent, and morality is dependent on personal influence, and personal influence would, I believe, be found to decrease in a degree scarcely to be imagined, from the moment that the Government should take upon itself definitely to control the management of the National schools.

It will be asked, why? and I would answer, because the personal influence exerted in our schools over the children of both sexes rests in so very large a proportion with women; and women, as a general rule, will not act where the Government is the every-day ruling, working power. The disinclination does not arise from unwillingness, but from timidity. Women dread State laws, partly because they do not understand them, partly because they do not know how to appeal against them. Feeling their helplessness, they withdraw from the possibility of a collision, and allow the State to work by itself. The condition of our workhouse schools exemplifies this assertion. Why is it so difficult to induce educated women to exert themselves on behalf of the poor little outcast children who are born and brought up in a workhouse? There is no lack of compassion or sympathy. Place the children in the parish school, and they will be trained and watched over; but the workhouse is unapproachable. The barriers which shut out the efforts of tender and gentle natures are not the material walls, but the array of governor, and guardians, and boards, and officials, and above all, that abstract, intangible, but constantly-felt presence of the *State*. Under such rule a woman's efforts are crushed; fearing to offend against some unknown law, she fears to act; and she feels keenly that if unwittingly she should thus offend, she will be subject to the check of persons, often in an inferior grade, but "drest "in a little brief authority," and therefore likely to approach her

radely; whilst her conduct may at any moment be criticised, and her name brought forward at a public board.

It requires more self-confidence than usually belongs to educated women to face these possible difficulties, and thus our workhouse schools are neglected by them, as I believe our parish schools would soon be, if the control were to pass from the hands of the clergyman and the local committee into those of the State.

I may, perhaps, be thought to have laid too much stress upon the point of female influence in the education of the lower orders. The clergyman's influence in church schools is, I may be reminded, always considered paramount. But through what means is it for the most part exercised? If we were to subtract from the educational power now at work in England that of the wives, daughters, and sisters of the clergy, how great would be the loss? And if we add to it that of women connected solely with the laity, we shall soon, I think, arrive at the conclusion that any scheme of education which tends to stop the exertions of women for the same object must contain within itself the element of its own failure.

There remains but one other most important question upon which I will venture to offer an opinion, though with the deepest self-distrust: I mean, the mode of dealing with the difficulties arising from differences of religious belief.

I have purposely endeavoured to look at the question of education, as I believe the Commissioners feel themselves bound to do, and for that reason any observations I have made have been such as would, I believed, apply in principle to dissenting schools as well as to those under the guidance of the Church; and with this same object, I would say, that as the State has most unhappily ceased to have any distinctive profession of Christian faith, I believe that nothing remains but to deal with all forms of Christianity on just and equal grounds, and to support the schools which may be established by local efforts in proportion to their size, the needs of the population, and the funds raised for them. The details by which the support so limited should be managed, I know nothing about. But as we still profess to be a Christian nation, I cannot but think that it may fairly and rightly be required of every master and mistress in the schools supported by Government to profess some form of Christian belief, to open and close the school with prayer, and in Church schools and those of Protestant sects to enforce the daily reading of the Scriptures according to the authorized version; Roman Catholic schools must, I suppose, on this latter point be left free.

Beyond this very meagre recognition of Christian truth, I fear it is no longer in the power of the State openly to acknowledge the Christianity in which we all profess to believe. To do less would be to own that we are heathens.

I can say nothing as to the training of masters and mistresses in normal schools and colleges; nor can I offer any opinion of my own as to the system of apprenticing pupil-teachers, except to remark, that, from what I have observed whilst I have occasionally been with persons devoting a large portion of their time to schools, I am inclined to think that the high standard required by Government makes it almost impossible for the master or mistress properly to prepare the pupil-teachers for their examination. In the case

I have known myself this work has been undertaken by the ladies of the clergyman's family, who have themselves been obliged to *read up* for the purpose.

This task requires talent and leisure, certainly not very common, for, I believe, I shall only be expressing the feeling of nine-tenths of the educated women of England when I say, that whenever the subject is considered, it is a cause of deep thankfulness with us all that we are not likely to be called upon to prepare either ourselves or others for the examination of a Government inspector.

Perhaps, even a more serious disadvantage arising from this conscious deficiency on the part of those who would otherwise be the most valuable supporters of national education is to be found in the fact, that it places the schoolmistress in a false position of fancied intellectual superiority, and tends to the withdrawal of the more important influence of the upper classes. I have known it said by a lady, who had been taking a most beneficial interest in a parish school before it was placed under Government, "I cannot "understand the Government requirements, and so I am obliged "to leave the school to itself."

One other observation I would repeat with regard to the examination of the inspectors. It has been said to me, that, in the generality of cases, a better idea of the real progress of the children would be obtained if the examinations were to be carried on, partially at least, by the master or mistress in the *presence* of the inspector, and not only by him. Those who have taught the children know best how to draw them out. When the examination is conducted exclusively by the inspector, the children are alarmed by a mode of questioning to which they are unaccustomed, and often bring upon themselves, and upon their teachers, reproofs which are, in reality, undeserved.

The last inquiry, as to the effects of education on the poor, has been partly answered already. Superficial instruction, which cannot be turned to a practical use is, I have little doubt, injurious, as tending to foster self-conceit; but I am inclined to think that any education is better than *none*. The perceivable good results may for years be slight; but I believe, that by clearing the intellect we open a door by which the heart may ultimately be reached. A clever rogue is, I think, a rogue not because of, but in spite of his education. When, however, I say that any education is better than *none*, I mean *none* literally. If a girl, for instance, is kept at home, and made to do household work, instead of going to school and being taught to conjugate verbs, we may call her uneducated; but we use a wrong term. She is educated only in a different way from that to which we are accustomed to apply the expression. The *non*-education, to which I would prefer even the superficial smattering of an inferior school, is that utter neglect of all discipline, and entire dormancy of intellect, which are found, the former in the haunts of vice in London, and the latter in our remote agricultural districts. Where this absolute incapacity of comprehension, arising from long neglect, exists, it is painfully difficult to awaken any religious or moral feeling, and whatever may be the defects of our national education I believe that it works incalculable good, if only in opening the minds of children to the instruction, which, though unheeded at the time, may reach

them, in God's mercy, in after years. I do not know that I have anything more to add, except to express a regret that I should have been tempted to say so much, when, considering my small amount of practical experience, and the very slight thought I have given to a subject so important, I might naturally be expected to say so little.

I have, however, complied with the request of the Commissioners to the best of my power, and this I must hope will be my excuse, although I have necessarily left many subjects untouched.

I am, Sir,

Your obedient servant,

To the Secretary. ELIZABETH M. SEWELL.

I can give very few instances of the effects of education on the poor,—none which would be worth mentioning. My own experience has chiefly been derived from occasional endeavours to assist young girls preparing for confirmation. I have then been much struck with the great help afforded by their previous instruction at the parish school; I suppose that all persons, clergymen especially, would feel this.

Colonel Stobart, of Etherley, Darlington.

PRELIMINARY.

1. What opportunities have you had of gaining experience as to the state of popular education? To what localities and to what descriptions of persons does your experience apply?

Being a coal-owner, resident amongst my own workmen for about 30 years, and having extensive connexion with other collieries. My duties as a magistrate have also given me opportunities for gaining experience as to the state of popular education in the coal-mining district of Bishop Auckland and the northern parts of the county of Durham.

I.—STANDARD OF EDUCATION.

2. Up to what age do you consider it practicable and desirable for children of either sex to continue their attendance at school during the whole or part of the year, season, or day, regard being had to their parents' means of supporting them, and to the necessity of their thorough instruction in their future occupation, agricultural, commercial, mechanical, or domestic?

Up to 14 years of age, In the case of pit-boys, if they commence work at 10, I should recommend their going one-half of their time to school until they are 14. I am aware there would be difficulties attending this plan, but I have no doubt they might be overcome by proper arrangements.

3. What amount of education, religious and secular, could children of either sex be reasonably expected to obtain in the period which you have specified, and of what should it consist? How far do you consider it desirable to include music, drawing, and other matters of taste, in the course of popular instruction which you would wish to see adopted.

Religious. The leading *facts* and *doctrines* of the Bible.

Secular. To be able to *read* with ease and fluency; to be able to *write;* to understand the principles of *arithmetic*, so far as to make all ordinary calculations with facility; also to know the general outlines of *English history;* the leading points in *geography;* and to have such an acquaintance with *English grammar* as will give them a fair chance, in connexion with the above, of procuring *intellectual enjoyment* in reading the useful books now within their reach, by readily *understanding* what they read, and in being able to make the information so gathered available for useful and agreeable conversation.

In addition, the girls could be taught everything connected with their industrial and domestic duties that could be taught *at school*, at such an age. Music, so far as to enable them to join in worship.

4. Will you state your opinion as to the respective advantages and disadvantages of the following methods of prolonging the period of instruction, and insuring the permanence of its results with respect to each sex?
   (a) Sunday schools?
   (b) Half-time systems?
   (c) Industrial and domestic training?
   (d) Evening schools?
   (e) Lectures and mechanics' institutes?
   (f) Free and lending libraries?
   (g) Prize schemes or prize endowments?
   (h) Distribution of minor State appointments on educational grounds?

(a) Immense advantages from these in religious education.

(b) My opinion is that these would be an advantage both to religious and secular education.

(c) For girls, it is my opinion that this training would be of the greatest use in the mining districts.

(d) Not of great use, with the present arrangements in the hours for labour.

(e) These have, generally, a useful tendency, but not much to be depended upon.

(f) Of great use, when carried on with energy; also with caution in reference to the selection of books.

(g) and (h) In the present state of education it is difficult to form an opinion on these; as a principle, I think prizes are objectionable; the prize of constant and good employment will always follow a really good and sound education.

5. Should education be supplied to the poor gratuitously, or should it be paid for by them partially or entirely?

To supply education to the poor gratuitously is always a mischief. A scale of charges, *or one charge*, should be fixed for every school, and every child should pay the full amount of that charge; an exception might be made in favour of a large family. But, in my opinion, the children of the poor cannot, in the aggregate, pay the entire expenses of an *efficient* school establishment.

II.—Actual State of Education.

6. How far does the present state of the education of children of either sex, in the districts and classes with which you are acquainted, come up to the standard defined by your answers to the preceding questions? What is the nature and extent of any deficiencies which may exist under any of the heads specified in them?

The boys are *far* below the standard.

The girls are superior to the boys in all they learn in common; but they are very far below the standard in the industrial department, such as plain sewing, darning stockings, &c., &c.

The boys who can read generally *read* very imperfectly. Their writing is very bad, and a great trouble for them to practise, and they have scarcely any knowledge of the *principles* of arithmetic.

The girls whose parents cannot teach them industrial and domestic duties (and they are very numerous) have very little opportunity of learning them at school, and are therefore left in almost entire ignorance of them.

III.—Causes of Deficiency (if any).

7. What are the causes of these deficiencies, and in particular how far may they be attributed to—
   (a) Want of schools, whether arising from deficiency of the funds necessary to establish and support them, or from other causes?
   (b) Deficient or unskilful teaching, or bad choice of the subjects taught?
   (c) Want of interest on the part of parents in their children's education?
   (d) Value of the labour of children, inability of parents to pay school fees, or other economical causes?
   (e) Bad management or bad organization of the schools?
   (f) Laws or social arrangements affecting the condition of the poor?

(a) Want of *suitable* schools is one cause. Sufficient attention has not been bestowed upon making the school complete in every part. The funds have generally been forthcoming when required.

(b) The teaching has been both deficient and unskilful; the subjects taught have been correct as far as they have gone.

(c) This has been the case with parents who are extremely ignorant. Generally the parents feel *some* degree of interest in the education of their children.

(d) The value of the labour of the boys is one cause of their

education not being continued. The parents are quite able to pay the fees, generally speaking.

(e) Bad management and worse organization of the schools have been among the causes of these deficiencies.

(f) I do not think these can be charged as being the cause of any of these deficiencies.

IV.—Character of the existing System of Government Aid and Inspection.

8. The Government at present makes grants in aid of various elementary schools and training colleges out of the general taxation of the country, requiring on the part of those who receive them, the fulfilment of certain conditions (especially the combination of religious with secular instruction, and proportionate local subscriptions), and reserving to itself the right of inspecting all schools so assisted.

What is your opinion of this system? How does it affect districts of different degrees of wealth, and inhabited by populations of different characters, and districts which do and those which do not receive assistance?

That so far it has worked exceedingly well, everything considered. The system, expanded and further adapted to the present state of society, is the best, in my opinion, that can at present be devised.

In populous districts, and where the inhabitants are generally wealthy, there is a danger of the children of the poor being overlooked, and a class not contemplated in the system receiving the advantages. This requires to be watched by the inspectors. The system also requires to be adapted to the thinly-populated districts, and where the people generally are poor. Such districts contain a very important part of our English population, so far as the *quality* of mind and character is concerned; if no assistance be given to this portion of the community, the better class of them will be drawn to reside near the good schools, and the remainder will be left to degenerate into barbarians.

9. What is your opinion of the system pursued at present in relation to—

(a) Pauper schools?

(b) Reformatory schools?

How would you provide for the education of the children of paupers and criminals, or of deserted and destitute children?

I have not sufficient information to enable me to give an opinion.

10. Does the existing Gevernment system stimulate or diminish voluntary liberality? Are you aware whether any considerable number of persons entertain conscientious objections to its existence?

It stimulates voluntary liberality; I think the number is not at all considerable.

V.—Endowed Schools.

11. What is the result of your observations as to the efficiency of endowed schools, intended or available for popular education, and as to their adaptation to the existing condition of society?

I greatly question the efficiency of endowed schools intended or available for popular education. They are likely to be more useful in the future than they have been in the past, as greater attention is now being directed to *all* available means for promoting popular education.

VI.—Suggestions.

12. Would you propose—
    (a) The maintenance of the existing system of Government aid and inspection?
    (b) Its further development?
    (c) Any and what modification of it?
    (d) The substitution or addition of any district, or other system of public aid and inspection?
    (e) The voluntary principle?
    (f) A system of rating; and if so, how should the rate be assessed? Should it be obligatory on the ratepayers to make the rate? If so, how should the obligation be enforced if they were unwilling to make it? Upon what objects should it be lawful to expend the amount levied? How should the schools supported by rates be managed?
    (g) Any and what mode of dealing with existing charitable endowments, either already applicable by law, or which might be made available for purposes of education?
    (h) Will you make such suggestions as occur to you for the establishment, improvement, and extension of any of the methods of prolonging education, or preserving its results, mentioned in Question 4, with particular reference to the requirements of the districts to which your experience applies?

(a) Yes.
(b) Yes.
(c) To extend its assistance to the very smallest villages and hamlets.
(d) No.
(e) Not entirely.
(f) No, the objections to any system of local rating are, in my opinion, insuperable; should the present system, after a fair trial, not be found to answer, it may be a question whether an educational *tax* should not be adopted.
(g) This is a great difficulty; I cannot at present give an opinion upon it.

(h) *Sunday schools* to be used *entirely* for religious education, and as far as possible to be taught by persons bestowing their time and labour *gratuitously*. Day school teachers ought not to engage in them. All possible influence to be brought to bear upon employers to make a *present* sacrifice for an ultimate good; having their workmen and their children educated, and where no other method can be found, to adopt the half-time system to accomplish it. (d), (e), and (f) would all be made more permanently useful by the hours of labour in the pits (especially of the boys and young men) being universally arranged with a view to accomplish this object of *continuing* the education. No further steps can be taken until this is done.

13. Would you make school attendance compulsory? If so, on whom would you impose, and how would you enforce the obligation of insuring the attendance of the children? Would you wish for the establishment of schools under the direct control of the State? Should the education given in such schools be gratuitous or not? What subjects should be taught in them? You are requested to give your plans upon the subjects referred to in Questions 12 and 13 with as much detail as possible, and with particular reference to the manner in which you would deal with the difficulties arising from differences of religious belief.

Not unless after a further trial the present system should prove a failure, which I do not think will be the case.

I do not *by any means* wish for the establishment of schools under the direct control of the State.

The mixture of the voluntary principle with assistance from Government, in the case of all Protestant communities, is evidently correct in principle, and so far as it has been tried has acted well in bringing forward a better class of teachers, and producing a healthy rivalry as to who shall have the best conducted schools.

In reference to Roman Catholics, Jews, &c., &c., I look upon the assistance they obtain from Government as given to the *subject* for that part of education which is secular; and when full liberty is given for the *Bible* to be used in school, and no interference by the State, with the religious part of education, I do not see any difficulty existing beyond what has always existed and must continue to exist until *truth* overcomes *error* in fair combat.

VII.—Teachers and Training Colleges.

14. What is your opinion as to the qualifications of the masters or mistresses of public, private, or dames' schools for their duties, both generally and with special reference to the circumstances of the districts and classes to which your experience applies?

The masters and mistresses of public schools are decidedly to be preferred for these districts.

15. Is the training given to masters and mistresses in normal schools and training colleges well adapted to its object? Can you suggest any points in which it requires im-

provement? Is the state of those institutions generally satisfactory? Are trained teachers usually satisfied with their profession and with their social position?

Generally speaking, it is well adapted in both masters and mistresses. In the case of mistresses more regard should be had to their knowledge of industrial and domestic subjects. The state of training institutions is generally satisfactory, and it is so, as the conductors are particular about the moral and religious character of the teachers accepted to train.

Trained teachers are usually satisfied with their profession and with their social position, so far as my observation has gone.

16. What is your experience as to the working and as to the results of the system of apprenticing pupil-teachers?

It is by far the most popular and useful of any system yet tried. It acts beneficially upon the teachers, scholars, and the pupil-teachers themselves, in making them perfect teachers?

17. Should schoolmasters and mistresses be paid by—
    (a) Stipends?
    (b) Fees?
    (c) A combination of the two?

(a) }
(b) } Neither sufficient alone.
(c) Yes.

VIII.—Results.

18. What is your experience of (a) the intellectual, (b) the moral effects of education on the poor? Will you state as many specific facts as possible in support of your opinion, allowing for the influence which other causes than education may have had in improving the condition of the poor.

(a) The education of the poor has had great influence upon the general intelligence of that class; first, on those who have been the direct subjects of education, and from them its influence has spread to some extent over *all*.

(b) The moral effects have been just in proportion as the Bible *has* or has *not* been the standard of religious training. Where the Bible has been taught, and its doctrines enforced in connexion with secular training, the moral effects are generally apparent, and the contrary may frequently be seen when men are only made more mischievous by their increased *knowledge* without religion.

There are many workmen, with whom I am acquainted, who have got their entire education in a Sunday school; I can generally depend upon them. There are others who have had their religious training in connexion with a tolerably good secular training; these generally rise to posts of trust and confidence. Others who have had *only* a secular education, and have been considered clever, have never advanced either in confidence or position, and often these are found the leaders in agitations both social and political.

In my opinion the most complete men, in whatever capacity they are found, are those who are well trained in *soul, mind,* and *body.*

HENRY STOBART.

Etherley, Darlington,
July 20, 1859.

Herbert S. Skeats, Esq.

1. What opportunities have you had of gaining experience as to the state of popular education? To what localities, and to what descriptions of persons does your experience apply?

Personal observation of the practical working of popular education during a residence of some years in the United States of America and in this country. Taking a great interest in the question, I have also made it a subject of especial inquiry; have read, I believe, most of the public reports and other works that have appeared, and have myself written much concerning it. My attention has been directed solely to the question of the education of the poorer classes, and my remarks will apply to those classes exclusively.

I.—STANDARD OF EDUCATION.

2. Up to what age do you consider it practicable and desirable for children of either sex to continue their attendance at school during the whole or part of the year, season, or day, regard being had to their parents' means of supporting them, and to the necessity of their thorough instruction in their future occupation, agricultural, commercial, mechanical, or domestic?

I think it neither necessary nor desirable that, as a rule, children should remain at school for the whole day, for a longer period than the particular circumstances of their station in life would legitimately warrant. Admitting the abstract desirability of a thorough education being received by every child, it seems to me that it would be highly dangerous and inexpedient to make any provision for such an education as would be likely to interfere with the social relations of the class to which the child may belong. The age at which children now leave school is mainly regulated by the supply and demand for labour. If you do anything to increase this age, either by artificial stimulus or legal restriction, you in effect put a bounty upon education at the expense of labour, and thus violate one of the soundest and most generally recognized maxims of political economy. I do not think you can do this, any more than you can violate any other natural law, without causing an ultimate injury to the very interest which it is your desire to promote. While, therefore, one would be glad to see the children of the labouring classes better educated than they now are, or are likely to be, I would do nothing which would have the effect of disarranging the intricate machinery of their relations to their

own and other classes of society. If the demands of labour require that a child should leave school at eleven years of age, I should say, therefore, that it is right for him to leave at that age, and wrong to keep him beyond. Besides this, I think you may be doing a child a great pecuniary injury by putting any obstacles in his way which would be likely to prevent his acquiring the knowledge of his trade very early in life. Many mechanical trades can only be learned at an early age; there are branches of them which can be executed only by young children, and there are, in consequence, employers who will not take any but such children,—just as the Manchester warehousemen will not receive into their employment any clerks who may be over fourteen years of age. This principle is also recognized in recruiting for the army and navy, and to a great extent in the Civil Service. With fair teaching and ordinary aptitude, I think any child of the poorer classes will have received a sufficiently good education at eleven or twelve years of age, that is to say, he will have obtained a sufficient command of the *instruments* of education to enable him to use them for his future benefit or advancement if he should be so disposed. I do not think that, up to the time of his going to labour, more is required. The longer his education could be continued after this, by means of Sunday and evening schools, &c., of course the better.

3. What amount of education, religious and secular, could children of either sex be reasonably expected to obtain in the period which you have specified, and of what should it consist? How far do you consider it desirable to include music, drawing, and other matters of taste, in the course of popular instruction which you would wish to see adopted?

I think that a competent acquaintance with the purpose and the obligations of the Gospel, with the leading facts of the Scripture narrative, and a sufficient knowledge of reading, writing, and arithmetic, may be attained by twelve years of age. I have seen it attained in some British and other schools of a good character, at this age. I doubt very much, however, whether a good knowledge of grammar, history, and geography, as they are usually taught, could be secured, if the more necessary and elementary subjects are to be well and thoroughly learned. A great deal, however, could be done in this way by the use of good and attractive reading books. Men are often termed "grown-up children;" I think if we were sometimes to look upon children as only younger men we should act a little more wisely towards them. We do not ourselves generally read unattractive books, and if we do we seldom learn anything from them. Good reading books are a *sine quâ non* in the good education of children. It would certainly be desirable to include music and drawing in a course of popular education if, considering the early age at which children leave school, it could be done without injury to their instruction in the four elementaries of education, viz., religion, reading, writing, and arithmetic. At the same time, even then, I do not think they should be taught indiscriminately. All have not a taste for them. Where there is any taste, the cultivation of music would unques-

tionably serve to refine the feelings and manners, and the cultivation of drawing to improve the power of observation, and assist in the acquirement of a good handwriting. But I think that both these arts should be subordinated to many other things. I have observed the teaching of such matters—which may be included amongst the accomplishments and refinements of life—carried to what has seemed to me to be a ridiculous excess in public schools, both in this country and in the United States.* In such schools, it will nearly always be found that the children have been neglected in religion, and that they can neither read, write, nor cypher to even a respectable degree.

4. Will you state your opinion as to the respective advantages and disadvantages of the following methods of prolonging the period of instruction, and insuring the permanence of its results with respect to each sex?
   (a) Sunday schools?
   (b) Half-time system?
   (c) Industrial and domestic training?
   (d) Evening schools?
   (e) Lectures and mechanics' institutes?
   (f) Free and lending libraries?
   (g) Prize schemes or prize endowments?
   (h) Distribution of minor State appointments on educational grounds?

(a) I think Sunday schools to be most important in teaching religion, and in keeping up an acquaintance with previously acquired habits of learning. Their subsidiary importance in the latter respect has scarcely, I think, been sufficiently appreciated.

(b) I know nothing, except from reading, of the half-time system. What I have read has led me to believe it to be of very great value and use.

(c) I do not think that any class, excepting the destitute, has a claim to be taught a trade at the *public* expense, and I should not encourage industrial or domestic training in public schools.

(d) I would encourage the establishment of evening schools in every locality. I think them most admirable institutions.

(e) These are useful adjuncts, but not so useful now as formerly.

(f) Reading and lending libraries, especially when the readers have a voice in the management of affairs and in the selection of books, should be encouraged. They are better than lectures, as they keep people at home. I think, however, that it would be a great mistake to make such libraries *free*. The poor do not object to pay for anything on which they set a value.

(g) I think that, as a rule, these systems force and stimulate and encourage "cramming," but do little real good. The only rewards worth having are the rewards of conscious and acknowledged superiority, and a child should be taught so.

(h) This would be of general use if *knowing* were always synonymous with *doing*. What an employer requires is ability for the execution of a specific work,—in other words, executive

* See Appendix, p. 380, "On the Excess of Education in State-aided Schools."

power. It seems to me that to make public appointments *on system*, on exclusively educational grounds, would lead to as many mistakes as to make them, on system, without any reference whatever to education. A certain degree of education might reasonably be made a *sine quâ non*, but the best *person* for the required work should receive the appointment whether he were *well* educated or not.

5. Should education be supplied to the poor gratuitously, or should it be paid by them partially or entirely?

In no case, excepting to the destitute, gratuitously. The reports of Her Majesty's Inspectors of Schools, and the testimony of experience in all ages and countries, are against the eleemosynary education of the poor. The parents do not appreciate such assistance; the attendance of children at free schools is uniformly irregular; and their acquirements most unsatisfactory. With comparatively little aid, and a graduated scale of school fees, I think the poor could, in most instances, pay for the entire education of their children. Where they do not do so it is in consequence either of the knowledge that they need not, or the preference of self-indulgent habits; very seldom from sheer and naked inability. School fees at present are, in most instances, too low. They should be raised, and I think the general result would be eminently satisfactory and beneficial.

II.—Actual State of Education.

6. How far does the present state of the education of children of either sex, in the districts and classes with which you are acquainted, come up to the standard defined by your answers to the preceding questions? What is the nature and extent of any deficiencies which may exist under any of the heads specified in them?

The children of the *first class* now at good public schools, and who, on an average, are above eleven years of age, may be said to reach the standard I have defined. They are commonly deficient in their style of reading; but their acquaintance with the facts of Scripture and with arithmetic, as well as their writing, is very good. They have also a superficial knowledge of a great variety of other subjects. How long this learning will last cannot, of course, be said; it will depend entirely upon their mental constitutions, habits, and dispositions, and their future circumstances.

III.—Causes of Deficiency (if any).

7. What are the causes of these deficiencies, and in particular how far may they be attributed to—
   (a) Want of schools, whether arising from deficiency of the funds necessary to support and establish them, or from other causes?
   (b) Deficient or unskilful teaching, or bad choice of the subjects taught?
   (c) Want of interest on the part of parents in their children's education?

(d) Value of the labour of children, inability of parents to pay school fees, or other economical causes?
(e) Bad management or bad organization of the schools?
(f) Laws or social arrangements affecting the condition of the poor?

I have little acquaintance, excepting from ordinary reading and the reports of others, with the education of children not at school, but,—

(a) I think there is no want of schools whatever. The want, if any, is of scholars to fill existing rooms.

(b) Where there is deficient learning, or where there are bad schools, I think it may be generally attributed not to *deficient* but to *unskilful* teaching; to a desire to teach too much and to make a show, and therefore, by implication, to a bad choice of the subjects taught.

(c) This is a great, if not the greatest, hindrance to the efficient instruction of the children of the poorer classes. Where children are not sent to school at all, or where they are sent irregularly, I think this, in nine cases out of ten, is the sole cause. I have little doubt, however, that with increasing intelligence, even this, the greatest difficulty in connexion with popular education, will be eventually overcome. We have but to use the proper means.

(d) The value of the labour of children prevents them from attending school beyond a certain period, and always must do so unless we choose to institute a gigantic system of State aid in competition with the wages of labour.

(e) I think these affect the education of children only to a very limited extent.

(f) Excepting the duty on paper, which restricts the circulation of cheap literature and enhances the price of school books, I know of no laws which injuriously affect the education of the poor.

IV.—Character of the existing System of Government Aid and Inspection.

8. The Government at present makes grants in aid of various elementary schools and training colleges out of the general taxation of the country, requiring on the part of those who receive them, the fulfilment of certain conditions (especially the combination of religious with secular instruction, and proportionate local subscriptions), and reserving to itself the right of inspecting all schools so assisted. What is your opinion of this system? How does it affect districts of different degrees of wealth and inhabited by populations of different characters, and districts which do and those which do not receive assistance?

It is exceedingly difficult to answer this question within limits, which, having in view the practical use which may be made of these replies to the circular of Her Majesty's Commissioners, one would not wish to transgress. A proper answer would involve a review of the Privy Council system from its commencement. I have made a partial attempt at this in a pamphlet on the "Results

of Government Education, 1857," published during the past year, and subsequently in a brief series of letters to a London weekly newspaper, on some aspects of this system, as illustrated in the inspectors' reports of the current year. I enclose a copy of the pamphlet, and append two of the letters to this communication. I can only attempt an exceedingly brief summary of my opinions in this place. I look upon the Privy Council system as a benevolent mistake. If it had been originated before any enthusiasm with regard to Popular Education had been created, its establishment might have been capable of some justification, but it is without this argument of defence. When it was instituted the convictions of the public with regard to the advantages of education were well established, and education itself had very recently been shown (vide Lord Kerry's Returns) to have made, within fourteen years, a most rapid and astonishing progress, the proportion of scholars to the population having increased from one in 17·25 in 1818 to one in 11·27 in 1833, and this without the smallest assistance or encouragement from the Government. The tide of public opinion did not therefore require to be assisted: It was rapidly flowing in without any external help. The authors of the Privy Council system launched their vessel upon this tide, and upon it have been borne to an apparent success. After, however, a careful reading of all the reports of the inspectors, and a repeated examination of the results of the system, I am compelled to say that I think it on the whole to have failed. Unnecessary in the first instance, most of its regulations have been of a mistaken character. If such aid as it has offered to comparatively wealthy districts had been offered to the poverty-stricken, there would have been a show of reason for its assistance. But the wealthier a neighbourhood is the more the Committee will aid it; the poorer, the less it will aid; and it will give no assistance at all where the inhabitants themselves can do but very little. The result is that some of the most needy districts have been untouched by its operations, while the most wealthy had received aid where no aid was required. It has thus offered a premium to the niggardliness of the rich, and greatly discouraged the poor.

Some of the minutes and instructions of the Committee have appeared to me to be especially unwise. The working and the results of the pupil-teacher system will be referred to below; the influence of the capitation grant may be briefly alluded to in this place. The object of this grant was to assist schools which could not previously receive assistance from the Privy Council Committee. This was done by making an allowance to the managers of the schools of a sum varying from 6*s.* to 3*s.* per annum for every child attending school not less than 176 days in each year, and for whose education not more than fourpence, nor less than one penny per week is paid. A regulation was added, that part of the sum received from the Privy Council Committee under this minute might be reckoned in place of voluntary contributions. The minute came into operation in 1853. What has been its influence? It has not increased the number of scholars who attend school for 176 days in the year by a fraction; it has therefore not added anything, directly, to educational progress. It has, however, had a most injurious influence in two or three respects. First, upon

the teachers. They are the instrumental causes of the constant and regular attendance of children at school, but they receive no addition to their incomes from the capitation grant; while the keeping of the register of attendance adds considerably to their labour. Secondly, on the committee of management and the public, who have in many instances withdrawn their voluntary contributions in almost exact proportion to the additional aid received from the State through this source. Thirdly, on the scale of school-fees, it being the obvious interest of the managers to keep the fees within the maximum rate of fourpence, so that the grant may be claimed on all scholars. Some evidence and illustrations of this are given in the Appendix.* The general result of this scheme has been, I think, to discourage voluntary contributions, and to prevent schools from becoming, in a greater degree than they now are, entirely self-supporting.

The right of inspection of State-aided schools should be invariably insisted upon and actively exercised, but it would be a gross violation of private liberty for the Government to order an inspection of any other educational establishments. The present inspection entails a great but an obviously necessary expense. I think that the inspectors are able and honourable men, and that they discharge their duties with great conscientiousness and efficiency.

9. What is your opinion of the system pursued at present in relation to—
   (a) Pauper schools?
   (b) Reformatory schools?

(a) I think that pauper schools should remain under the care of the State—a care that should be generously and not stintedly exercised.

(b) I deprecate the aid of the Government being extended to reformatory schools. The testimony of Mr. M. D. Hill, the recorder of Birmingham, on this subject, I consider to be conclusive. Pauper and criminal children should, if no other means can be found, be educated at the public expense; but it has been found practicable, in the city of Aberdeen, to dispense with any public aid to destitute children, who, by means of an organization set on foot by Mr. J. H. Wilson, of that city, are being educated with only voluntary assistance.

10. Does the existing Government system stimulate or diminish voluntary liberality? Are you aware whether any considerable number of persons entertain conscientious objections to its existence?

I have no doubt that in many instances the Government system has had the effect of stimulating voluntary liberality, that is, of forcing its earlier exercise; but I very much question whether it has not hindered its larger and more permanent development. It is obviously impossible, however, to *prove* the accuracy of this position. We cannot tell what would have happened if no aid from

* Appendix, p. 383, "Schools for the 'Labouring and Poor.'"

the State had been forthcoming; we only know that churches, chapels, hospitals, and all descriptions of benevolent institutions, are built and sustained without any assistance from the State. We also know that the great majority of day schools in England and Wales have been erected and are still supported without any such assistance. If these have been able to dispense with it, why have not the others? I am not in possession of any facts to show that in these schools the proportion per school of voluntary contributions is greater than in those aided by the State, but I should judge that this must be the case. The most direct and obvious way in which the Government system may be supposed to stimulate voluntary liberality is in building schools; but it is a remarkable fact that, without a penny of the money of the State, there would now be a surplus of accommodation in the schools under the Privy Council inspection for nearly 100,000 children. The Government money has simply created a surplus *in addition* to this.* Voluntary liberality, without this aid, would have supplied all that has been found to be necessary, and left a large balance for future exigencies.

I do not think that the number of those who entertain objections to the Government system is, relatively, very large, but I think that their public influence is increasing. Many do not object to it on simply "conscientious," but on public grounds. They hold, with the late Baron William Von Humboldt, that education is a matter which is beyond the legitimate sphere of the State,—as much so as is the practice of physic or law. They would as soon think of *publicly* aiding the poor to pay their tailors' bills as to aid them to pay their school fees.

V.—Endowed Schools.

11. What is the result of your observations as to the efficiency of endowed schools, intended or available for popular education, and as to their adaptation to the existing condition of society?

As far as I have made observation, the majority of endowed schools are not at all adapted to the existing condition of society. Their rules are antiquated; their course of instruction unsuitable to modern requirements; their government loose; while the education they afford is not appreciated. Many illustrations of these positions will be found in the lately published reports of the Commissioners of Endowed Schools in Ireland.

VI.—Suggestions.

12. Would you propose,—
    (a) The maintenance of the existing system of Government aid and inspection?
    (b) Its further development?
    (c) Any and what modification of it?
    (d) The substitution or addition of any district, or other system of public aid and inspection?
    (e) The voluntary principle?

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* Results of Government Education, p. 5.

(f) A system of rating?

(g) Any and what mode of dealing with existing charitable endowments either already applicable by law, or which might be made available, for purposes of education?

(h) Will you make such suggestions as occur to you for the establishment, improvement, and extension of any of the methods of prolonging education, or preserving its results, mentioned in Question 4, with particular reference to the requirements of the district to which your experience applies?

(a) As long as Government aid continues to be given, Government inspection should be maintained; but I would gradually withdraw this aid, with a view to its ultimate entire extinction.

(b) No.

(c) I should begin to limit it by modifying the capitation grant, and the rules with regard to pupil-teachers, so as to lessen their present number and their rate of increase; by withdrawing all contributions in aid of building and enlarging schools, and by lessening the annual grants to the normal schools, which are conducted on a uselessly extravagant scale. In the course of a few years the Government grant might be made to cease without injury to any personal interests, and, I think, with benefit to the people and the cause of education generally.

(d) I believe any systematic external aid to be unnecessary, and I think a system of local rating would prove to be especially mischievous. It would lead to constant jarrings and bickerings between different sects, and ultimately, if religion were taught, be as fruitful a source of quarrel as church-rates themselves.

(e) Yes; it was sufficient to produce the large results attained up to 1833, and, I have no doubt, would have been found equally sufficient to the present time. While, however, the system of Government aid is continued, the voluntary principle has scarcely fair play. Those who are opposed on principle to State aid cannot, without great difficulty, contend successfully against schools which receive so large a portion of their income from external sources. They cannot compete with them in the amount of salary given to the masters, in the quantity and range of instruction, in the quality of the school apparatus, or in the scale of school fees. Yet I think that, on the whole, a more useful and solid, although, it may be, a less showy, education is gained in many of these schools. Where they exist they have proved their ability to stand alone, and, in some instances, to be self-supporting.

(f) No.

(g) The best and most useful proceeding with regard to charitable endowments would, it seems to me, be to compel the proceeds to be paid into a common fund, which should be invested in a mixed commission, and distributed, under inspection, according to apparent local necessities. There can be no question, I suppose, that in many instances charitable endowments are greatly mismanaged. Under proper control they might be made to yield a larger income, and that income be much more wisely applied than

at present. This fund might, indeed, stand in the place of the present parliamentary grant; but, in any case, great care should be taken to distribute it on such equitable rules as would not excite local or sectarian jealousies.

(h) 1. That the duty on paper should be abolished.

2. That if the present parliamentary grant should be continued, it should be distributed on more economical principles.

3. I would leave any movement for the extension or encouragement of popular education to the unassisted enterprise of the people. There is, I think, ample evidence that they may be fully relied upon to discharge this duty to themselves and to each other in this matter. If they had been left to themselves in the past, I think all that is useful, substantial, and worth preserving of the results of the present system would have been accomplished. There would have been less show, but quite as much reality; the element of manufacture would have been less, but the element of growth more. Government aid has not touched any one of the main difficulties in popular education, viz., the brief period of attendance at school, the large number who do not attend school at all, and the indifference of the parents. Precisely the same has occurred in the United States, where, notwithstanding the quantity of instruction offered literally for nothing, it has been found that as many children of an age to attend school, and without occupation, are absent as are present at instruction.* With the growing attention and interest of the people in this subject, and with the increasing intelligence of the working classes, I have hope that we shall, ultimately, to a reasonable degree, overcome every difficulty; but I do not expect, under any circumstances, to see a lofty ideal realized. It would be well if some systematic effort could be made to put the advantages of education fairly before the people. I think, if this were done, we should soon observe a good result. The working classes will send all their children to school as soon as they can be made to see that it is their interest to do so, but not before. The question might be successfully argued with them on economical as well as on moral and religious grounds. Such a movement should be conducted by persons whom they already trust, and in the same manner as any other popular agitation.

13. Would you make school attendance compulsory? If so, on whom would you impose, and how would you enforce, the obligation of insuring the attendance of children? Would you wish for the establishment of schools under the direct control of the State? Should the education given in such schools be gratuitous or not? What subjects should be taught in them? You are requested to give your plans upon the subjects referred to in questions 12 and 13 with as much detail as possible, and with particular reference to the manner in which you would deal with the difficulties arising from differences of religious belief.

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* Fifteenth Annual Report of the Board of Education of New York, 1857.

To compel attendance at school would be to act against the whole spirit of English law, and to make the working classes hate education. In Bavaria, where attendance is compulsory, the number of offences against the law is so great that the Government dare not enforce it. Public differences arising from differences of religious belief can only arise from a system of education supported out of the taxes of the country, or from a common public fund. Supposing such a system to be established, and religion attempted to be taught under its auspices, there would most probably be a war of sects, such as is now raging, for the second time, in New York, between the Roman Catholics, who form a fourth of the population, and the Protestants, on account of a recent decision of the Board of Education compelling the reading of the Bible in all public schools. Nothing could be more unfortunate than to give occasion for such a quarrel. On the other hand, if religious teaching should be altogether omitted from such schools, all religious parties would combine against the system. It might, perhaps, be possible to make some arrangements with regard to the time of such teaching, but under the most favourable circumstances great jealousy and distrust would be excited.

VII.—Teachers and Training Colleges.

14. What is your opinion as to the qualifications of the masters or mistresses of public, private, or dames' schools for their duties, both generally and with special reference to the circumstances of the districts and classes to which your experience applies?

The qualifications of the majority of the certificated teachers are so high as to *disqualify* them to be teachers of public schools. I attribute the great and injurious excess in the number of subjects attempted to be taught in some of these schools to this circumstance. The majority of the teachers of small private schools are not, I think, equal to the teachers of public schools. The books used in small private schools are also, I think, inferior to those used in most public schools. Dames' schools are good enough to answer their purpose, which is to teach the first rudiments of learning, and to keep children out of mischief.

15. Is the training given to masters and mistresses in normal schools and training colleges well adapted to its object? Can you suggest any points in which it requires improvement? Is the state of those institutions generally satisfactory? Are trained teachers usually satisfied with their profession and with their social position?

This question has already been partially answered. I think the training in the normal colleges is altogether excessive, and that it requires great revision. The scale of management and expenditure of these colleges I look upon as excessively extravagant, and altogether out of proportion to the legitimate ends of their institution. I beg to refer the Commissioners to some remarks upon this subject in the Appendix.*

* Appendix, p. 389, "On the Excess of Education in State-aided Schools."

16. What is your experience as to the working and as to the results of the system of apprenticing pupil-teachers?

The pupil-teacher system—the most expensive branch of the operations of the Privy Council Committee,—was originated, it seems to me, in a mistaken estimate of the kind of instruction needed by the poorer classes, and in a very fallacious calculation as to the number of teachers that are likely to be required in public schools. The result of the former mistake has been to perpetuate a system of over-education; of the latter, to increase the supply of teachers far beyond the natural demand for their services. As a further consequence, therefore, large numbers of these teachers who have become Queen's scholars, and who have been specially educated at the public expense for this profession, cannot obtain immediate employment, and are obliged to resort to other occupations. By the aid of a small number of paid assistant teachers and of unpaid monitors all the good which the pupil-teachers do might be done without them, and the public revenue saved an annual demand amounting now to nearly a quarter of a million sterling. The opinion, I think, has now become general that the system has been overdone.

17. Should schoolmasters and mistresses be paid by—
(a) Stipends?
(b) Fees?
(c) A combination of the two?

(a) Not exclusively.
(b) Not exclusively.
(c) Yes; such a system gives the teacher a sufficient feeling of security, and at the same time stimulates his exertions.

VIII.—Results.

18. What is your experience of (a) the intellectual, (b) the moral effects of education on the poor? Will you state as many specific facts as possible in support of your opinion, allowing for the influence which other causes than education may have had in improving the condition of the poor?

(a) One of the intellectual results of education on the poor themselves has been to give them a relish for literature, of which the great circulation of the penny periodicals is a proof. Such a circulation would have been impossible thirty years ago. It has also quickened their desire to take a share in the government of the country; in other words, it has made them politicians. This has been the most conspicuous result of public education in the United States. It has unquestionably added to the value of their labour, an intelligent workman, other things being equal, being worth more to himself and to his employer than an ignorant one. It has also helped them to accommodate themselves more readily to the great and frequent changes in the methods of labour necessitated by the constant discoveries of science. Again, an intelligent man will bring up his children intelligently, will probably encourage

ambitious projects concerning them, and stimulate within them a legitimate desire to improve their condition in society.

(b) The *moral* effects of education cannot, I think, be very distinctly traced. It is commonly attended with increased self-respect, which is a powerful element in self-government and control; and it enables a man to reason concerning the right and wrong of things, but I have not noticed that it directly tends to increase his conscientiousness, which is his only safe protection against a weak or immoral disposition. The state of those countries where a perfect system of public instruction is carried out will illustrate this point. Sweden, Saxony, and Austria, the countries where the proportions of children at school are the greatest, are the most immoral of all countries on the continent. The same remark holds good of the United States. Massachusetts and Pennsylvania furnish the greatest number of offenders against the laws of any of the States, and they are the two "best educated" States. Looked at from the same point of view, the counties of England furnish criminals in the most various ratios to the proportions of children at school. This, of course, is no argument against education, but I think it proves that what is commonly called education—such, for instance, as is gained in most public schools—has not any positive influence on the morals of the people. Any interference by the State in public instruction would therefore be without this highest of all arguments in its favour.

HERBERT S. SKEATS.

Croydon, July 26, 1859.

APPENDIX.

ON THE EXCESS OF EDUCATION IN STATE-AIDED SCHOOLS.

The Committee of the Privy Council is appointed "for the promotion "of elementary education among the labouring and other poorer classes "of Her Majesty's subjects." No one, however, has yet inquired whether—although the words which I have quoted are made use of in the present report of the Committee—they have not quite forgotten this purpose of their existence: it is therefore almost, if not quite, time to remind them of it. Instead of attempting to give a merely "elementary" education, the Committee, for years past, have been prompting, promoting, and sanctioning a range of instruction which, if "elementary" in the degree to which it is given, is anything but "elementary" with regard to the number and class of subjects which are embraced; while, instead of being confined to the "labouring and other poorer classes," its tendency and practical effect has recently been to embrace children of a class which the loosest use of language will not allow to be included within the terms "labouring" or "poor." I propose, in the present letter, to lay before your readers some illustrations of the excess of education to which I have alluded; reserving the other, and perhaps more important subject, of the class of children to which the doors of State-aided schools are now being thrown open, to a final communication.

The ordinary subjects of instruction in those popular schools, which

are in receipt of annual grants from the Privy Council Committee, are the following :—

Holy Scripture,
Catechism (in Church schools),
Reading,
Writing,
Arithmetic,
Geography,
Grammar,
History,
Music,
Drawing.

To which may be added, as being taught in many schools—

Mathematics,
Astronomy,
Physical Science,
Foreign Languages.

I do not think that moral philosophy is habitually taught to the children, nor that logic or Sanscrit is very often embraced within this course of "elementary education for the labouring and other poorer "classes" of Her Majesty's highly-favoured subjects; but, as I shall show, it is their own fault, and not that of the Privy Council Committee, if they fail to receive a complete education in most of these higher branches of study. They have only to ask for it, and any "certificated" teacher who has passed through the Battersea or Chelsea Training College, should be able to give not only that, but much more.

Now, without speaking of the supreme ridiculousness of this state of things, let me point out one of its most unavoidable results. The children are taught very indifferently, in some ten or twelve subjects—many of them fanciful and unnecessary—and they learn not one of the most common and necessary matters with any approach to such a degree of accuracy and thoroughness as is likely to make their education permanently useful to them. I do not know what proportion of time is usually allotted to teaching other things than reading, writing, and arithmetic; but as these, the most valuable and efficient instruments of self-education, are confessedly not well or thoroughly learned by the scholars, one may well question the expediency of attempting to teach other subjects at all. If, as Mr. Bowstead, one of Her Majesty's inspectors of schools, says, it seems certain that a large proportion of the children who go forth from these schools, and who enjoy no further educational advantages, "forget the greater part of that which they have learnt, and "relapse almost entirely into the condition of the uneducated," would it not be wise to make provision that the foundations of education at least shall be laid as deeply as possible? Instead of doing this, the Committee of the Privy Council allow the short period during which the children of the labouring and poorer classes can remain at school to be frittered away in attempting to communicate to them information which, half learnt as it necessarily is, would, under almost any circumstances, be utterly useless in that state of life to which they are born, and in which they will be compelled to live. Having the briefest space of time in which to impart to the children an education that shall be of service to them in the future, they attempt to cram into that space a quantity and kind of information which may help to make a flimsy show on days of examination, and serve as a varnish to the system, but which ultimately pushes out the most useful knowledge, and like the celebrated government varnishing of certain paintings, which half-destroyed the

pictures that were varnished, undoes the really good work that has already been done.

On this subject, however, it is only right to do justice to some of the inspectors. There is, in this year's reports, an occasional reference to the supreme necessity of teaching well in reading, writing, arithmetic, and the Scriptures; and Mr. Norris states that, "during the last two "years they have agreed to examine very mainly in the elementary "subjects, bestowing less attention than heretofore on the higher sub-"jects;" but in the reports for 1856–7, "two years ago," I find Mr. Bellairs eulogising one school from which boys would go to be "candidates at the examination in geometry and mechanical drawing "by the Society of Arts;" Mr. Watkins complaining that sufficient encouragement to drawing has not been given by prizes to the Yorkshire schools; Mr. Mitchell expressing his opinion that "a small grant "towards a supply of casts, to be used both for drawing and for orna-"ments, and for the cultivation of a taste for art, might be not unaptly "made to large or model schools;" suggesting that pupil-teachers should be taught to play "upon the violin, flute, or piano," and communicating to their Lordships the information that "harmoniums may "now be obtained at a reasonable price, and would teach organ-finger-"ing," and so on. This year the majority of the inspectors make no reference whatever, in their reports, to the teaching of reading, writing, and arithmetic, in the schools which they have inspected. There is, of course, the usual summary table for all the schools, which gives, in figures, the general results of inspection, but most of the inspectors have not thought it worth while to say a single word on these all-important subjects. Special exception from this remark should be made in favour of Mr. Morell's report, which is a model for thoroughness; and in favour of Mr. Gordon's, who gratuitously states, by way of praise rather than otherwise, that "there are masters, who, of their own "accord, teach physiology, chemistry, geology, drawing, or some "modern language!"

The system, however, of excessive instruction, is carried to its perfection in the normal schools. I subjoin a statement of the subjects of examination for schoolmasters at St. Mark's Training College, Chelsea, which, as tax-payers and people of common sense, I hope your readers will consider it their duty to read to the end:—

Religious knowledge:—
  Liturgy and church history.
  Evidences of Christianity (students of 3rd year only).
English grammar and composition.
Geography and popular astronomy.
History.
School management.
Arithmetic.
Algebra (students of 1st year only).
Euclid (students of 1st year only).
Industrial mechanics (students of 1st year only).
Higher mathematics (students of 2nd year only).
Physical science (students of 2nd year only).
English literature (students of 2nd year only).
Latin (students of 1st and 2nd years only).
Higher mathematics:—
  Pure (students of 3rd year only).
  Applied (students of 3rd year only).
  Bookwork (students of 3rd year only).

Experimental science :—
Organic chemistry (students of 3rd year only).
Inorganic chemistry (students of 3rd year only).
Natural philosophy (students of 3rd year only).

History :—
Hallam (students of 3rd year only).
Henry VII. (students of 3rd year only).
James I. (students of 3rd year only).

Latin :—
Prose (students of 3rd year only).
Poetry (students of 3rd year only).
Translation (students of 3rd year only).

Vocal music.
Welsh.
Reading.
Spelling.
Penmanship (students of 1st and 2nd years only).
Inspector's report (students of 2nd and 3rd years only).

This is actually a course of instruction provided for teachers of "elementary education amongst the labouring and other poorer classes" who attend school for so short a period that they cannot learn even reading, writing, and arithmetic so thoroughly as not to be liable to forget them. Are you now surprised to learn that the *reading* of the *second year* students in the Normal colleges is, as Mr. Cowie writes, "very much below what it ought to be"! One scarcely knows to what to liken such a system. It is like sending a botanist to a farmer who has asked for a man to drive his plough, or giving to children who beg for bread a basket-full of flowers. If it be not the *reductio ad absurdum* of State-education, I do not know what can be.

It is scarcely necessary, I hope, to guard one's self from any misapprehension in writing on this subject. No one can object to the "labouring and poorer classes" being educated, and educated as thoroughly as possible. What one does object to is, a costly and blundering system of State-aided education conducted in defiance of the most ordinary principles of economy and dictates of common sense.

June 27, 1859. H. S. Skeats.

Schools for the "Labouring and Poor."

I have already had occasion to quote the words of the Committee of Council on Education, in which they state that they exist "for the promotion of elementary education among the labouring and other poorer classes." Since my last letter I have looked very carefully through the published minutes of the Committee from the date of their establishment in 1839 to the present year, in order to see whether their Lordships have ever given direct encouragement to the admission of other classes of children to the schools which are in receipt of annual grants. I am bound to state as the result, that I have found no resolution or instruction encouraging the habitual attendance of other than poor children. On the other hand, I have found an express and most decisive resolution, passed on the 3rd December 1839—six months after the institution of the Committee—in which their Lordships say, with reference to schools not connected with either of the great societies, that "*they will limit their aid to those cases in which proof it given of*

"*a great deficiency of education for the poorer classes of the district.*" It is true, as I endeavoured to show in my last letter, that the education given is not altogether adapted to the wants of the poorer classes; and it is also true, as I shall presently show, that the influence of the excess of education, and of other characteristics of the Privy Council system, has been to encourage the attendance of a class of children whose parents can well afford to dispense with any aid from the State, but the Committee certainly do not seem to have had this end in view. Possibly, on its being pointed out to them, they may regret this result of their scheme; for what defence will they have left if their schools should, to any great extent, become schools for the middle instead of the poorer classes? Where is the Chancellor of the Exchequer who will be bold enough to argue that it is our duty to help the rich and the well-to-do in the education of their children? Where is the tax-payer who will be found willing to put his hands in his pockets to assist a successful tradesman or farmer to pay his miserable "school-pence?"

Is it, however, a fact that the middle classes are in the dishonest habit of taking advantage of the small expense and superior system of the State-aided schools, by sending their children to such schools for their education instead of to the more expensive "academies," and other private sources of instruction? I am afraid that any of your readers who may be living in large towns could give an affirmative answer to this question. I am able to give a startling illustration of the habit, and of its shameful though not unnatural result, from my own experience.

Three weeks ago a member of the managing committee of a successful British school in a populous town in the north of Surrey, told me that he thought of waiting upon some of my friends for annual subscriptions towards the school expenses. I replied that he would find his errand to be unsuccessful, for that they would all object to aiding any school which received aid from the State. I added, "Your school is full, and "I know that a large proportion of children attend who could afford "to pay more than is charged—middle-class-children, who are taking "up the room of poor children in a school which is obliged to close its "doors against further applications. If you want more money, why "do you not raise the school fee?" "Well," he replied, "if we were "to raise it to any extent our income would soon exceed our expen-"diture, and we should lose the Government grant; and, besides, if "we were to charge more than fourpence a scholar we should lose "the benefit of the capitation grant!".* This, from all that I have heard and read, is an accurate and fair illustration of the working of the Privy Council system. It assists parents who have no claim to assistance; it actually prevents self-support where self-support could be attained; by giving a bounty to favourite schools it reduces the price of education below its natural value; and, worst of all, it demoralises both managers and parents, who, as long as they can

* A still more striking illustration of the pernicious influence of the capitation grant is given by Mr. Laurie in the present year's reports. He says:—"The capitation grant "is viewed by some absolutely as a compensation for any voluntary concessions to the "general wish of your Lordships regarding fees. It is, consequently, *not an uncommon "custom to lower the previous maximum fee of sixpence to fourpence, which is within the "range of the capitation supplement.*" It may give information to some of your readers to state that the allowance by the Committee to managers of schools under this grant is from 6*s.* to 8*s.* per annum for every child who has attended school 176 days in the year, and for whose schooling not less than one penny nor more than fourpence per week is paid.

get assistance from the State, will cease to discharge even the moral obligations of their position.

Of the attendance of middle-class children in popular schools, there is considerable proof in the reports of Her Majesty's Inspectors for the present year. Concerning the social rank of scholars, Mr. Arnold writes :—"*Many* of my best schools are *mainly* recruited from a class "of society in which parents exercise much the same supervision over "their children's proceedings as that which is generally exercised in "the richer classes." Mr. Bowstead, on the same subject, while expressing his opinion that "the parliamentary grant is applied in the "main as it is intended to be," also writes: "A *few* children of "parents who may be said to belong to the middle rather than the "labouring class undoubtedly find their way into our elementary "schools." Mr. Alderson writes :—"In the schools which come under "my inspection situate in the larger *towns* there is usually *a con-*"*siderable number* of the children of what may be termed the higher "grade of tradesmen, persons whose business is sufficiently flourishing "and extensive for them to employ, in greater or less numbers, sub-"ordinate hands in its conduct." This gentleman gives the statistics with regard to the class of scholars for four or five schools in large towns, of which the following, relating to the Great Meeting boys school at Leicester is one :—

Children of tradesmen who employ hands in carrying on their business - - - - - - -	46
Children of tradesmen conducting their business entirely themselves - - - - - - -	72
Children of artisans (chiefly employed in the hosiery trade) - - - - - - - -	162
Children of persons employed in the public service -	15
Total - - - - - - -	312

In this school, more than one-seventh of the scholars are children of respectable tradesmen. Mr. Alderson also writes of the schools in smaller towns :—"One thing I have noticed as an incident of the "majority of rural schools. Their first class consists, *in most cases*, "of children whose parents are in *thriving circumstances*, and rarely "of the children of labourers in any considerable numbers." Lastly Mr. Laurie makes a similar remark. "This class," he says, "to a "portion of which I am about to direct attention, is one of great social "importance and numerical extent, while educationally, it occupies "the space between the ordinary public school and the so called "'middle-class school.' I have to observe that a portion of this "class obtains, from the conditions allowed, advantages to which it is "hardly entitled, thereby *being the means, in the case of crowded* "*schools, of excluding the very persons for whose instruction the* "*school exists, and on whose account alone special grants, such as* "*capitation, are given.*"

Need I quote more ? Of this unjustifiable admission of children of the middle class into the schools of the poor, because, as Mr. Laurie says, in another place, of "the cheapness of the instruction offered," there is, I think, sufficient evidence. But I have to ask,—Is this the class to aid which the Privy Council Committee was appointed ? Is the nation—the majority of which is of the poorer class, paying the larger proportion of taxation—to be taxed for the special benefit of persons who thus dishonestly evade their own responsibilities ? Have

those who can afford to pay—not to mention those who cannot—any claim whatever for the education of their children at the public expense, in mathematics, French, Latin, drawing, physiology, astronomy, music, "common things," and the other subjects which complete the qualifications of a teacher of "elementary education for the children of the "labouring and other poorer classes?" If so, let us all assert our moral and equitable claim to be supplied, at the public expense, with broughams and horses, fine houses and furniture, the best "havannahs," and nothing inferior to hock at lunch and champagne at dinner! Why not?

I have said nothing in these letters of the general effect of the Privy Council system on the education of the people. This is a large subject, and one which could scarcely be treated in a letter. No one can deny that, both directly and indirectly, it has accomplished many beneficial purposes. In the long run, however, it will, I have no doubt, be proved to have done more harm than good. Its extension, at present, will be limited solely by the Chancellor of the Exchequer's influence, and the Chancellor of the Exchequer is to be limited by public opinion. It is a satisfaction to know that the two leading statesmen of the two great political parties, Lord John Russell and Mr. Disraeli, are alarmed at its recent rapid growth. Its strength, however, is great, and its capability of extension almost unlimited. It is strong in its hold upon the principal educational societies; it is strong in its hold upon the school teachers and managers; it is strong in its hold upon the selfishness of parents; it is strong in the prejudices of the people in favour of external assistance; it is not less strong in the general ability, scholarship, and high character of the inspectors. But it is as true of administrations and systems as of mechanics, that "nothing is stronger than its weakest part;" and the Privy Council system has many weaknesses. I am not quite sure that the most *expedient*—merely expedient—course to adopt with regard to it would not be to let it alone to run its full length. Give it rope enough, and—your readers known the rest.

July 4, 1859. H. S. Skeats.

Mr. John Snell, Schoolmaster, East Coker, Yeovil.

Preliminary.

1. My educational experience is due to ten years' school-keeping, five in Biggleswade, Bedfordshire, five at East Coker, near Yeovil, Somersetshire, both agricultural districts: parents such as described in definition given to "popular education."

I.—Standard of Education.

Boys of tender years are employed in agricultural operations, although their connexion with the school often does not terminate at so early a period. They begin to migrate to the fields at the age of six or seven, remaining at first only during a few busy weeks in the season, but gradually this occasional absence is prolonged, till at 11 or 12 their attendance ceases altogether.

The education of girls is subject to similar encroachments. They are required to nurse babies, to carry the father's meals, or to assist the mother in her work.

The children of tradespeople and mechanics are found more constantly at school, and remain for a longer period.*

If regular attendance up to the age of 14 or 15 could be secured, I think a reasonable and even sufficient education might be given; but as in the case of the children of day labourers this cannot be realized, it is necessary to consider how best to compensate for the irregularity and entire absence above described. See answer 4 (a), (d), and 12 (b).

3. A boy or girl attending school up to the age of 14 might be expected to—

(a) Write with proper expression and orthography a letter, simple narrative, bill, or receipt.

(b) Read with fluency, intelligence, and tolerably correct pronunciation.

(c) Solve any question likely to occur in ordinary mercantile experience.

(d) A scholar of this age would also possess a comprehensive knowledge of Scripture History, and an acquaintance with the leading doctrines held by the religious society by which the school is supported.

(e) Girls would be able to make and repair plain linen, and *ought* to know the principles of domestic economy.

In attaining these results the mind would necessarily be trained in correct modes of thought, and supplied with considerable material for thought. Many rules in grammar and arithmetic, facts in history and geography, scientific truths, would be brought before the mind and committed to memory, producing the general results I have specified, and this other—a cultivated and somewhat furnished intellect.

I do not think it desirable to aim at greater results. To teach trades, professions, sciences, or to give specific instruction with a view to qualify for any particular pursuit, is, in my opinion, outside the legitimate province of the elementary teacher. Besides, a lad instructed to the extent above sketched, would be capable of following any occupation not requiring the stirrings of genius.

Drawing should be regarded as a special and extra subject of instruction. It is eminently useful in some localities, and to certain classes, but to considerable sections of our population it cannot be of any service whatever. For instance, of what value is drawing to the agricultural labourer, the shoemaker, tailor, butcher, baker, sailor, the small farmer, or the little shopkeeper? If for the training of the eye and hand, as is sometimes said, it is plain enough such eyes and hands will require a very different training; and if for the mere cultivation of taste, I think this may be accomplished without a course of instruction in art. Drawing as taught in our schools does not help the mind in its conception or appreciation of the beautiful; and if extensively followed, as indeed it must be to produce the desired effect, it will trench largely upon the other subjects. Let the teacher give the children occasionally some lessons on form, proportion, symmetry; show them what is beautiful in their neighbourhood, and require

* Addenda a, b, c.

descriptions of any objects themselves graceful, whether artistic or natural. Let him take them to a hill or mountain top, and from thence look down upon some lovely country scene, and demand what are the elements of its loveliness. Let him point to the gold or silver-fringed cloud, standing out in bold relief from the blue sky; to the distant hills, whose grey hue melts into the grey hue of the horizon; to the peasant's lowly cot, the noble wood enveloped mansion, the ancient ruin, ivy-clad; to lawn or lake, to dancing rill or gliding stream, with shade or sheen sleeping on its bossom. Let them gaze on the whole till the softness and repose that spreads o'er the scene sink into their young hearts, and fill them with the love of nature. Such teachings would be more elevating to the children of labourers and mechanics than drawing lessons. These remarks do not apply to those who are to be employed in the production of architectural or manufacturing designs.

Music has this advantage over art, it can be pursued and enjoyed by all classes; and as it offers an agreeable occupation for leisure hours, relieves the weariness of toil, lulls the harsh and angry passions, and awakens the best emotions of the soul, it is very important in our schools to lay the foundation of a love and a capacity for its enjoyment. I do not, however, advocate the teaching it as a science, neither would I recommend teachers to foster rashly the musical propensity. There is danger that the young proficient in music may find his way to the public house, the casino, indeed, to the lowest haunts of vice. Hence, whilst endeavouring to develope the voices of the children, and to furnish them with carefully selected pieces, I would most jealously watch, guard, and direct the taste. If there be capacity for and strong desire to engage in musical performance, the service of the temple offers the safest and purest facilities; and when the period of youth is over, a period of peril to the young musician, then may be expected a realization of the happy effect of chastened harmony. Upon the whole, then, it appears to me that sufficient devotion already ascends from our schools to this enchanting muse, and that Apollo himself cannot now complain of want of attention from old England.*

4. (a) Sunday schools are of small importance as to secular instruction, reading being almost the only subject taught, but as to moral results they are of unspeakable advantage. They bring the young into intimate connexion with the most devoted, humble, and virtuous of our population. There is the solemn warning, the fervent prayer, the affectionate appeal to conscience, the earnest allurement to a holy career, all shedding a happy influence over the tender and impressionable mind of the Sunday scholar. The several religious bodies are mainly indebted to these nurseries for their members, and it may be safely asserted that any Government has cause for satisfaction with that institution which increases the religion of the community. It will also be found that a large majority of our daily teachers first felt the desire to be engaged in the work whilst employed as Sunday school teachers.

* Addenda i, 7.

As an incidental circumstance, not without its importance, may be mentioned the fact, that a considerable number of children, belonging to the poorest and most reprobate parents, are washed and dressed expressly for the Sunday school; children who only know the touch of soap and water upon a Saturday night, because they must present a tidy appearance on the following morning.

Considering the beneficial results of Sabbath schools, it is a surprising and grievous thing to find them left frequently to the management of persons of little skill or influence. Children well educated and elder scholars are removed or leave from a conviction that, in intelligence, they are no longer inferior to their teachers. This is a matter that calls loudly for immediate rectification.

(b) Unacquainted with their working.

(c) Out of the range of elementary instruction. I believe time and experience will prove these schemes to be mistakes.

(d) Evening schools appear to me to be the chief, if not the only, means of supplementing effectually the work of day schools. At present they are, for the most part, failures; indeed, nearly all the elements requisite to ensure success are wanting, viz., apparatus, good teachers, especially a competent superintendent, funds, interest, and support. They are often undertaken by inexperienced, untrained, and badly educated men. The order is that of Bedlam; little or no progress is made; and shortly the number, large at first, becomes reduced to a few, and the scheme is abandoned. Sometimes a journeyman carpenter or shoemaker, having acquired a moderate education by his own perseverance, desires to help his fellows; he sets up a night school in his house or workshop; retired ink-jars hold the candles, and fingers acts as snuffers, and thus he pursues his propensity for teaching; but in all soberness such a man is not to be despised. He is the raw material at hand which should be used up under a good general superintendent and in a good school. If I expected a night school to be successful, I would secure a convenient room,—day or Sunday school might answer the purpose,—would furnish it with ample apparatus; would engage the services of an experienced schoolmaster little under thirty years of age; would hold him more responsible for the night school than for any other occupation he might get by way of increasing the salary; would place the entire concern under Government inspection; charge in fees as much as the earnings of the pupils would reasonably permit; and limit the age for admission to 14 years. Under the superintendent should be employed paid teachers and voluntary. I believe that if the Committee of Council on Education were to call into being such n schools as this just described, and give to them a liberal and earnest support, *it would perform a work scarcely inferior to that it has already accomplished.* (See answer 12.)

(e, f) Of great value in securing the permanence of early training, supplying entertainment to the educated, and opportunities for further improvement.

(g, h) Prize schemes cannot, I fear, produce results commensurate with the expenditure involved in their working. The appointment of situations under Government might be adopted, and would properly tend, to some extent, to keep children longer

at school; but how many scholars per cent. could be thus rewarded? (See Answer 12.)*

5. The poor cannot pay entirely for their children's education. The price that private masters are obliged to charge sufficiently proves this. On the other hand, there is no reason why they should not pay a small fee, such as 2*d.* for one, 3*d.* for two, 4*d.* admitting a whole family. Such a scale of payments would not affect the poor, but would materially aid the school funds. But poverty, if unable to pay the smallest fee, should still receive the privileges of the public school. I do not think that this matter can be in better hands than the local managers'.

II.—Actual State of Education.

6. The education of poor children is at present in the hands of—

(a) Untrained mistresses or dames.
(b) Trained infant school mistresses.
(c) Trained mistresses for girls.
(d) Trained and certified masters.
(e) Untrained masters of private schools.

(a) Dames' schools are generally conducted in poor rooms, with little apparatus. The mistress is ill-qualified to train the little ones; has no acquaintance with the many exercises necessary to entertain and instruct them. These schools and mistresses are a disgrace to the age of telegraph and steam; they belong to the stage-coach period, and the sooner they become obsolete the better. There is one quality, however, possessed by the good old dames that I would gladly see exercised to a greater extent by all teachers, viz., the tender maternal sympathy which, for the moment laying aside discipline and authority, approaches the children with the fond solicitude of a mother.

(b) Infant schools under trained mistresses: satisfactory so far as instruction, discipline, and moral results. But in many instances these schools have been placed under very young persons; persons who by their inexperience, and especially their light incautious conduct, soon lose the confidence of their school managers and the parents. Neither are they so well educated on the whole as they might be. Only recently a letter came into my hands addressed to a lady by a young woman just sent from the Home and Colonial Institution to a school; in this letter, besides the most awkward expression of thought, there occurred half a dozen errors in spelling, several misplaced capitals, and plurals embellished with the apostrophe. Now I consider a person so ill-taught, and so negligent, ought not to have charge even of an infant school. It has been suggested that a class of middle-aged respectable females might, by special training, be rendered excellent infant school mistresses. This is a highly important suggestion, and if acted on it would at once bring into employment many practical virtues, now confined to the narrow circle of lonely widowhood, or expended in bitter struggles against poverty. Who so fitted for the management of

* Addenda k.

infants as a mother, one perhaps of moderate attainments but of large experience, who knows "all the ills that infant flesh is heir to," and their proper remedies,—a mother sobered by the sorrows of life, yet active, intelligent, and of good repute. Such a person, with the necessary preparation, and combining the excellencies of modern training with the virtues of the venerable dame, could not fail to win the confidence of children, parents, and managers.

(c) Girls' schools under trained mistresses; satisfactory; needlework generally well taught. Domestic economy does not receive the amount of attention its importance demands. I am sorry to find a very prevalent opinion amongst female teachers, that it is beneath their dignity to take part in such duties as are requisite for the proper illustration of this subject. I regard this feeling as essentially wrong, even if entertained by persons of wealth, and would wish to see housewifery take the place in the female mind that embroidery and general finery now occupy. But I fear it is too much to expect our young mistresses to be so far different from other young ladies as boldly to face the opprobrium cast upon the performance of household duties, and to set to their pupil-teachers and scholars the example of a hardworking thrifty housewife. It should be impressed upon all female teachers, that their charges are destined to become wives and mothers; to render happy or miserable a husband and a family. It is a most singular fact that the highest ambition of a young woman is precisely that which she least of all qualifies herself for, viz., to become a wife. It is time to correct this bad taste in female education.

(d) Boys' schools, under trained and certified teachers, and mixed schools under trained masters or mistresses; both satisfactory. I believe it will be found that too many subjects are attempted, especially by young teachers. The fact is, our theorists and amateur educationists have been rather *fast*. It is easy work to talk of the advantage of this science, or the paramount importance of the other, of the philosophy of common things, and the *modus operandi* of uncommon things. Teachers have allowed themselves to be deluded by inexperienced persons, who, with confidence equal to their ignorance, insist upon the introduction of all the ologies, and a boy educated according to their fancy would be well up in history, would comprehend the knotty points of political economy, would tell you all about the composition of air, fire, earth, and water, and everything else, including a great deal of his own composition, inside and outside, from the hair of the head to the little toe nail. I would humbly presume to ask these *sui disant* educationists whether a lad, if taught to read intelligently, to write correctly, to express his thoughts with propriety, and to work ordinary arithmetical questions, be not in a position to acquire a sufficient knowledge of what they require as teachers to impart, and whether knowledge attained by personal effort be not of vastly more value than when forced into the pupil by a kind of hydraulic pressure. There is, moreover, this evil involved. The children leaving school so crammed and drilled, will have had enough of the ologies to become thoroughly *bored*, and glad to be relieved from so much philosophy; they shrink from it ever after. I believe our efforts should be put forth to impart a solid education in those few ordinary branches which form the starting point of

future progress, such as reading, writing, arithmetic, and to render our teaching processes as *educative* as possible in character. Thus reading should be accompanied by grammatical analysis, and an intelligent examination of the subject read. Writing should embrace the correct expression of thought, and arithmetic should exercise the mind in clear and precise reasoning, and extend into the domains of commerce. Pupils helped in this manner to a few solid acquirements would, by the use of these acquirements, find profit and pleasure both in their occupations and their recreations.

(e) Private schools under untrained masters. These masters are generally successful teachers of writing and arithmetic. Reading is for the most part neglected, or a disagreeable monotonous manner contracted, defying all comprehension on the part of the listener. But all subjects are taught by them in a mechanical dogmatic style; there is no attempt at developing the reasoning faculties, the only power of the mind well exercised is the memory, and this by the home lessons. Hence it is a common phenomenon to meet with a lad who has passed through several grammars, arithmetics, geographies, and spelling books, and yet who is unable to write a sensible letter, to point out the parts of speech in a simple sentence, to say where Dublin is, or to answer an arithmetical question if he cannot see the exact rule by which to work it.

But a greater evil still is this—being independent of school managers, the private master has little to suffer from impropriety of conduct. Parents do not, as a general rule, scrutinize very severely the actions of such men, especially if they be favourites. Now I cheerfully admit that they are, upon the whole, moral, well-conducted men, but I have known several who could not be continued in their office if under the control of school managers. The names of four decidedly immoral persons, yet retaining their schools, and patronised by parents, now occur to my mind. I do not pretend that public teachers are, as a class, worthier than the others in point of morality; but there is this important fact, that the one is immediately dismissed, on the discovery of his improper conduct, whilst the other has no power over him which can dismiss him.

Comparing the education at the present time being imparted in our schools with the standard laid down in Answer 3, I find the following deficiencies:—

(a) Infant training in dames' schools almost worthless.

(b, c, d) Juvenile girls and boys under trained teachers chiefly wanting in solidity, precision, and finish, arising from the introduction of too many subjects. The correct expression of thought is rarely met with. A knowledge of domestic work wanting in girls; a correct appreciation of its value absent in mistresses.

The religious teaching is both deceptive and defective, inasmuch as a great deal of Scripture history,—names of persons and places,—are offered and accepted as of the same weight and value as that purer metal, a knowledge of God, and our relation to Him: whereas in reality much of such historical detail is as little calculated to affect the conscience as the multiplication table. Regarding these matters as important to the better understanding of the Bible, and leaving theological points to the different sects, there yet remains a broad and valuable tract of land requiring culti-

vation:—A love and adoration of the Supreme Being; the life of Christ exhibiting the purest morality ever known on earth; the holy lives of great and good men—illustrating the several virtues of uprightness, truthfulness, perseverance, humility; the shoals and quicksands that lie in the paths of youth. All these lessons should be rendered as real and life-like as possible.

(e) Private schools. The chief desideratum is the intelligent comprehension of the subjects. There is also defective mental and moral training, and they are sometimes found under men of, at least, doubtful character.

The prime deficiency of all is the non-attendance of scholars, and their irregularity, and next in importance to this is the want of schools.

III.—Causes of Deficiencies.

7. (a) Want of schools arises from the absence of interest in education on the part of influential persons. Wherever there exists even a few fully alive to the importance of popular education they will find the means to raise schools.

(b) Already answered in preceding remarks.

(c) Indifference on the part of parents. This prevails to an extent little dreamt of by those who do not mix much with the poorest and lowest classes, especially of the agricultural population. They have not such striking proofs of the benefits of education in a pecuniary sense as often come before the commercial or mechanical classes. It is by no means rare to find children absent from no cause but mere apathy on the part of such parents. I have known them send their children for a short time from no more selfish or interested motive than "to please the good lady and squire."

(d) Value of child labour is the most prevalent cause of absence; inability to pay school fees is not to be mentioned alongside this other. 'Tis the loss of 1*s.* 6*d.* or 2*s.* 6*d.* per week, and not the outlay of 1*d.* or 2*d.*, that the poor folks regard. Child labour is the triumphant remorseless enemy of popular education, and I do not see what power or strategy is equal to its permanent resistance.*

(e) Bad management of schools. There may be evils in different schools whereby the maximum of education is not secured, but I do not know of anything requiring to be brought forward prominently, except that I am inclined to think that some of our schools are too large. It is common to find a school of 200, 300, 400 boys under one master, and assistant and pupil-teachers. Now, of all these teachers only one, the head master, is capable of moulding and forming aright the minds of his pupils, and the influence and care of this master-mind when spread over hundreds can be of little weight to the individual mind. The pupil's model, intellectual and moral, is the assistant or the pupil-teacher. I would like to see the teacher feel and exercise towards his charge a *father's* love, patience, and anxiety, as well as a *sovereign's* supremacy and power. But in our large schools the master prides himself upon his discipline, management of numbers, routine, skilful combinations. All this is very effective in show, but it lacks

* Addenda b.

the soul-stirring principle—love. From what I have seen of large schools, I believe myself justified in making these remarks. I was trained in a school of about 600 scholars, model school it was and is called. But I do not recollect one of the subordinates that I as a father would like my child to be brought up by; and the head master was, as to individual influence, what Queen Victoria is to each of her subjects, except that his rule was more despotic, it was indeed an iron rule, no, not iron, it was *cane.*

IV.—Character of existing System.

8. I have always approved of the general principles of the existing system, and for the following reason;—I take it to be the functions of a Government to secure the rights, prosperity, and happiness of the community; to preserve order and harmony amongst the various sections, and, moreover, to conserve its own existence. Hence, it is properly the duty of a Government to combat, to conquer, and to remove the evils which imperil the happiness and progress of the nation. Ignorance is allowed by all to be a fruitful source of poverty, crime, disorder, and of multiform calamities; indeed, it is difficult to think of an evil so permanently opposed to the public weal; and therefore, upon this general abstract principle, it seems right and proper that Government should undertake the education of the nation.

It is objected that as education is properly a religious duty, the State has nothing to do with it. But this is a very lame and wooden-legged argument. Let it be granted that education is a religious duty, still, the State is bound, by the very principles of its existence, to see that this duty be not neglected. Not bound to insist upon any peculiar religious views being taught, but that a *moral result* be produced that shall increase the virtue and happiness of the nation. It is a question of life or death with every civilized community. The proceedings of the Committee of Council have been in harmony with the principles here laid down. It is demanded that the teaching shall have a religious tendency, but this involves no interference whatever with the peculiar dogmas of any sect; they are the private property of the societies that claim them. I believe the united testimony of all teachers and school managers acquainted with the working of the existing system is, that nothing could be left more free than the religious instruction of the children.

Another objection is this:—A person of one religious belief is compelled to subscribe to the teaching of an opposite creed. Now, if my conscience were at all irritable upon this point, I would administer to it the following argument:—The public money is not really given to support any creed, but to implant principles of honesty, truthfulness, and virtue. A virtuous Jew is as good a citizen as a virtuous Nonconformist or Methodist. Without irreverence, I would say, the object is not to interfere with the mode of training men for *heaven*, but to make sure that they are qualified for the *earth.*

But to take a less abstract and more practical view of the matter, let us assume as given on all sides the paramount importance of education, and required, the means of its accomplishment. Can it be bought and paid for as a marketable commodity? Is it a thing

for cupidity and trickery and quackery to sport with, or for men to grow rich upon. Can the poor man buy it of the private pedagogue at the rate of a guinea per quarter? about the same as his house rent. And if thus left to be purchased according to its estimated value, do the poor rightly appreciate it? And, again, would it not be necessary to have a sort of inspector of weights and measures to see that the poor folks are not cheated! I think the consideration of these few questions settles the matter, and shows that the education of the labouring classes cannot be left to be worked out by the parent and the vendor of the article.

We are thus led to the voluntary principle. I would approach it with gratitude and veneration. Glowing with religious fire, prompted by holy charity, aroused by opposition, or goaded by jealousy, it has built religious and charitable edifices over the land; but taxed enough already with these, and without that affection for education it has ever shown for religion, it is not equal to the entire support of a national education. Voluntaryism, with all its noble qualities, is impatient of restraint, intractable, unreasonable, subject to frequent fits of insanity; now performing feats of valour, and again relapsing into extreme enervation and callousness. But yoked to a power more steady and constant,—harnessed with an agent that can control, correct, and strengthen it,—a composition of forces is the result, capable of accomplishing the work before it—a work that would baffle the attempts of either force, unaided by the other. Hence, to develop and direct such an auxiliary should be the object of Government, not to supersede it.

As to the support of the present system by general taxation, that follows as a natural consequence of the argument that it is the duty of the State to educate; believing the one, I approve of the other. It can hardly be denied that every one is interested in the diminution of crime and immorality, or that education contributes to this effect; hence it is only fair that all should pay for that which benefits all. Every parent is directly interested in the education of his own children, but indirectly in that of all other children. Knowledge and ignorance are things that affect not individuals merely, but the entire mass of society. Our virtues and our vices bless or curse our neighbours as well as ourselves; so that no man should say, "It is enough for me to bring up my "own children well." Indeed, this is not enough, for unless others be well brought up, these, thy children, will surely suffer for it.

These reasons induce me to value the present system; but it is pretty evident that where the population are either too poor or too inconsiderate to originate schools, there the Government should somehow interpose and establish them.

I think that the religious condition might be modified, so as to admit to Government assistance all schools of which the managers will certify that the teaching is calculated to lead to moral results, and that it is not of infidel or irreligious tendency. Inspection operates most beneficially; masters and managers regard the inspector as one qualified to judge fairly and to report candidly upon the school. I have received visits from five of Her Majesty's inspectors, and have never had reason to complain of their inspection or reports, and I believe they appreciate more correctly than any other persons the character and labours of the public teacher.

9. No acquaintance with these schools.

10. In all cases that have come under my notice, it has stimulated voluntary efforts.

The persons who object to Government aid will be found almost entirely connected with the religious bodies designated Nonconformists, including all varieties of Baptists and Independents. Of these sections of dissenters, perhaps one-half are conscientiously opposed, the other half either favourable or indifferent; in many cases the opposition yields to the wishes of the majority or of the party of greatest influence. The practical working of the existing scheme has been so inoffensive and conciliatory that prejudice is fast disappearing.

V.—Endowed Schools.

Unacquainted with the subject.

VI.—Suggestions.

12. (a) Decidedly. The present system has the advantage of experience, of being in the field and operating, and is capable of modification and extension. Like all human structures, our glorious constitution, for example, it is the better for its growth and gradual development. If it be proposed to set up a new scheme, I shall expect a very imperfect one; a baby, in fact, that will require great care and nourishment before it will work like its parent, if it ever become so good a man. It is not exactly in the nature of human constructions to be created in a perfect and happy state.

(b) Yes. I would recommend the liberal encouragement of night schools; the immediate application of efficient machinery, thoroughly organized and well supplied with materials; the adaptation of endowed schools to the purposes of popular education; the establishment of schools where wanted. This want to be determined by actual survey. I suppose it would hardly be practicable to insist upon the Church erecting and maintaining a school in every parish where sufficient school accommodation is not found. These measures may imply larger powers than at present belong to the Committee of Council. Hence it may be necessary that education should form a distinct branch of the public administration, and be presided over by a Secretary of State.

(c) It would be well to remove, as far as possible, those restrictions and conditions which preclude good schools from deriving benefit. The Committee of Council declined to sanction a pupil-teacher in the Biggleswade school (my former appointment) because there was not a wooden floor. Now there was an excellent brick floor, and I am positive no child suffered from it. Well, the apprentice being withheld, the master sought another sphere, and the school languished. There are also several other conditions, all important in themselves, but in some cases operating injuriously. One that occurs to me at the moment is the Minute refusing to apprentice pupil-teachers to uncertified masters and mistresses. This Minute has, I believe, thrown out of the service many excellent teachers; I would, however, not now alter it, but would open situations for such teachers in the night schools that

may be established; a better class could not be found. And it would be well to assist young persons who have a love of teaching, but who have not been pupil-teachers; as a condition, it might be required that they shall have voluntarily engaged as teachers in day, night, or Sunday schools. This class, with the others before mentioned, would be especially available for the night schools. I would urge also the adoption of the suggestion referred to in (6, b) respecting infant mistresses.

(d) The appointment of sub-inspectors from the ranks of the elementary teachers. 2nd. The sub-inspectors to be promoted to inspectors. This arrangement would operate beneficially for all parties. It would occasion vacancies for students leaving college would stimulate the young and retain the services of the experienced; and it would, moreover, impart a professional feeling and strength to the entire staff. Is not a teacher of equal importance with the clergyman, the surgeon, the lawyer? Why, then, should he not be eligible for the higher grades of his profession? Why? The reason is known. This, like every other branch of the public service, is appropriated not to the deserving, but to the *needy*. How many of our inspectors are from the ranks of the clergy? And why? How many of them knew anything of the education of the poor prior to their engagement as inspectors? I verily believe that there be some who were never inside a public school till the day they entered it to decide and report on its character. Of all the inspectors, I do not know one who has obtained the appointment because of his experience, his love of the work, or of his peculiar fitness for it. I do not find fault with the men; I have before spoken in their praise. I do not, however, consider that they are so well qualified for the situations as zealous, experienced teachers would be; neither is it fair to the profession that its honourable and lucrative posts should be seized by clergyman and lawyers, or young gents born to be squires. But it is idle to attempt to reason in a matter in which reason is set aside, and naught but privilege and patronage prevails.

I think a sort of educational episcopacy might be established. The bishop should visit the schools in his diocese, meet and address the teachers, parents, and managers; should exercise a general supervision over the whole. Teachers in him should find a friend capable of delivering them from the malice of managers, and managers should also obtain from him security against unsuitable appointments to schools. I am aware that serious objections can be urged against this plan, but still I think it might be advantageous.

(e) The voluntary principle. (See Answer 8.)

(f, g) Unable to answer.

(h) Night schools. See preceding answers.

Sunday schools. It is questionable whether proffered assistance would not be met by jealousy and opposition. Perhaps the least offensive way would be to offer a grant of money towards the purchase of books, the amount to be regulated by the attendance, and its proper use guaranteed by the minister, superintendent, and deacons of the society, but without inspection. And in all examinations for civil appointment a question might be inserted, as—

"How long were you connected with a Sunday school?" and some importance attached to the answer.

I believe considerable good might be done by the establishment of an apprentice fund in connexion with schools, available to those only who continue up to the period of apprenticeship. This fund should be subscribed to by the children, and sufficiently backed by the Government to make it a really profitable investment of the child's pence, and an inducement to the parents to join it. Such a scheme to be governed according to the leading principle of the existing system, viz., aid proportioned to voluntary subscription. It would be necessary to give to these scholars an introduction to a really profitable business.

Clothing funds, upon the same principle, and penny clubs, being all important auxiliaries, should also be encouraged.

Libraries and mechanics' institutes, properly conducted, and especially where there are no laws or circumstances tending to alienate the working people from them, might be assisted, not on account of their value to elementary education, but as affording the means of subsequent improvement.

I would also suggest that a certificate of attendance and character be furnished to all schools by the Government upon application (sufficient guarantee, of course, implied). This certificate to be given to a boy or girl upon leaving school, and a copy deposited with the registrar of births, &c. It should subsequently record the successful termination of apprenticeship, signed by competent parties; then, on the attainment of 21 years of age, this, in case of males, *should constitute his right to the exercise of the franchise.*

I believe it would be found that five years, instead of seven, are sufficient for an intelligent lad to master a trade or profession; hence, a law limiting all legal apprenticeship to five years, and that to commence not earlier than 14 or 15, would operate favourably.

It should be borne in mind that it is not likely that any force will, in itself, be of sufficient power to accomplish the end in view; but a combination of several individually small forces will produce a sensible improvement. Further, it may not be necessary to educate the entire mass so fully. If only a considerable proportion be really well trained, the effect upon the rest will be to mould and guide opinion, and to bring about a satisfactory state of things, which will go on improving. And besides, there will always be a deposit from the higher to the lower strata of society, brought down by currents of vice, incompetency, and idleness, which will be available for that kind of labour that is least skilful and least remunerative.

I was long of opinion that nothing short of compulsory education would answer. I am not now of that opinion. The educational movement is already progressing, and will hardly require so violent a measure. English sentiment is unmistakeably opposed to compulsion; and the means of evasion are so numerous that a law to this effect would probably fail from unsuitableness and want of popular sympathy. Still, a species of indirect or negative compulsion, requiring school attendance as a condition securing privileges, situations, &c., such as suggested in preceding answer, might be

resorted to. The education of certain classes might also be compulsory, as of paupers in workhouses, criminals in jails; but in the latter case it should be confined to moral, religious, and industrial, as anything tending to sharpen their wits would probably be productive of greater mischief than ignorance itself.

Again, although perhaps more connected with Answer 12, yet, now occurring, I may mention it. Government surely might contrive to educate all the children of its servants. Soldiers, sailors, coast-guard men, and policemen, might all be required to have their children educated up to a certain age.

When annoyed by school managers, I have sometimes longed to be under no authority but that of the State; but this feeling has given way immediately on considering what is involved in that. I have been told by a German friend, himself a teacher, that the education in his country is not of such free and vigorous action as our English system; there is dull uniformity both of principles and methods; all the schools are upon one model, and the teachers so many State engines. It is highly important that the control over the school and the teacher should be held in a great measure by the supporters of the school, persons living in the neighbourhood, acquainted with the habits and character of the people, their wants in an educational sense; able to comprehend the nature of difficulties that arise, and to suggest the means of overcoming them. The moral tuition of the children is far better cared for by the jealous guardianship of school managers; and the teacher is likely to be more assiduous in his duties and circumspect in his conduct when he knows that his committee live within easy reach of popular rumour. Moreover, when voluntary effort has done so much, and so well, it would be both injudicious and ungrateful for the State to throw a damper over it, by assuming the entire support and management of the educational system. I do not think it possible to devise a better scheme than the one now in operation, combining State assistance with voluntary efforts. It would, however, be a great advantage to deserving teachers to be rendered somewhat less dependent upon their local employers, and since a considerable portion of their salaries is now paid by the Committee of Council, it might fairly claim to be made acquainted with the reasons why teachers and managers separate. Such an arrangement would also help to elevate the teacher in the estimation of all those with whom he ought to stand well. If it were known that there is a power above that cares for him, he would no longer be snubbed by the little shopkeeper who subscribes half-a-crown annually to the school, or expected to walk in through the back door of his wealthier patron, like the servants.

VII.—Teachers and Training Colleges.

14. See Answer 6.

15. I consider the training in normal colleges, upon the whole, good, and adapted to its object, as far as the preceptive teaching is concerned; but, for experience in actual school keeping, these institutions are of little value, especially to pupil-teachers who have already acquired a knowledge of routine and drill. The elementary schools connected with training establishments are not *model* schools, at least not for rural districts. The students have

not the responsible charge of such schools; they cannot arrange, plan, or originate anything; in fact, their training as school conductors begins when they are appointed to their situations. Nor can this state of things be well rectified. I approve of the plan of granting to schools young men as assistants, prior and preparatory to their having sole charge of a school; but this appointment should take the place of a second year's training. Twelve months' study ought to qualify young persons of the standing of Queen's scholars.

I would venture to notice two things in reference to the teaching in training colleges:—

1st. Every college should have a good practical lecturer on method. He should have great experience as a teacher, not merely in large urban schools, surrounded by all the elements of success, but in country and village schools. With this experience, he ought to possess a knowledge of the human mind, the processes of perception, reflection, combination, memory, its affections. In a word, he should be an experienced educator, a profound searcher into the mysteries of human nature.

2nd. Students should begin with a course of mental philosophy, and all educational operations should be referred to first principles. Social science should form part of their studies. They should be required to observe and describe minutely the peculiar traits of character of the different classes of the poor. They ought to know something of their prejudices, their wants, their vices, and their virtues. Students will thus be in a better position to judge of the various methods brought before them. They will be enabled to distinguish between real education and its mere formalities or impostures.

As far as I know, trained teachers do not dislike their work; there is no reason why they should; it is honourable, intellectual, and benevolent, but society has not yet learned how to value them. This they feel with all the sensitiveness that belongs to educated and professional men. The man who studies human laws, he who understands the human frame and the healing art, the artist who can produce a picture, each has a recognized position, and is esteemed; but the man who labours for the elevation of his fellow, who deals with the human intellect, who is entrusted to cut and polish the most precious jewel in creation, is a mere social nonentity. The lawyer is ignorant of his existence, for he is without means, the parson takes the same notice of him as he does of the parish beadle, and the doctor only knows him as he knows all other poor souls, or rather *poor bodies*. The Government by assisting us to larger incomes and to better educations, has done very much to elevate our position, and we are thankful; still we conceive ourselves not holding that place in public estimation we may justly expect to hold. I believe from this feeling many of our best men leave the profession. It is thought that increased salaries will bring about an improved public opinion, to some extent it will, but let us be acknowledged as an educated, honourable, and important body. And let it be not in *word* merely, but in *deed*. We have had enough of cant already upon this subject. See Answer 12 (d).

16. The pupil-teacher system works well. I find them the best

helps in a school. I have had three assistants, and in each case I would prefer a pupil-teacher.

17. Schoolmasters and mistresses should have an interest in the success of the school. The most successful teachers that I know are engaged upon that principle, the managers guaranteeing a portion of the salary, the teacher taking in addition the school fees, and the Government granting stipends and gratuities. Here I would suggest that for continued service and good conduct, the promotion should involve a greater addition to the salary than the mere success at an examination. I will give an instance:—Last year my certificate was called up for revision, and returned with an intimation of promotion from 2nd to 1st degree. Well, what of that? Why the seven or eight favourable reports have increased my stipend to the amount of 3*l.* 10*s.* per annum. It reminds me of the rewards given to honest hardworking clowns, who for half a century living in one house, or serving one master, are offered one guinea. It really seems to me that "patient continuance in well "doing" demands greater acknowledgment than this. I hope in bringing forward this I shall not be accused of special pleading.

VIII.—Results.*

18. I find it difficult to answer this question, as the poorer classes I have met with are for the most part uneducated, and I have not been sufficiently long in a place to witness the results of my own efforts. In endeavouring to trace the destinies of my scholars, I find that the few who have remained a long time at school have succeeded in obtaining good occupations. One is in training for the ministry; three have become drapers' assistants; four are engaged as public teachers; nine others as pupil-teachers. Many are engaged in Sunday schools as teachers. Of those who left earlier, I have observed that most are precariously employed as errand boys or agricultural labourers. Of girls, many have obtained situations as servants. I speak now of those only whom I distinctly recollect by name. It is impossible to say how many who have received but a slender education will yet, from inherent vigour of character, rise from their humble sphere, and occupy a position useful and honourable, or, on the other hand, how many who have had a liberal education will yet succumb to the force of untoward circumstances, and drift slowly and insensibly to the bleak shores of degradation. In those green and flowery fields of boyhood, in which I daily walk, I have often seen a hardy plant thrive in a very poor soil, and with but occasional attentions, still it has grown and given pledge of abundant fruit, whilst the more favoured one has dropped and withered, scattering the hopes of friends, and giving little promise of usefulness. In looking abroad upon education generally, I find myself brought to this conviction:—That moral circumstances conserve intellectual culture; that we shall fail of success unless some means can be secured to lead the young (upon their entering active life) into industrious and virtuous courses. It is a fact that in almost every case a boy or girl well educated will be to society a curse or a blessing,

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Addenda e, f, g, h, i.

as he be left to himself or watched over by the anxious parent or the benevolent guardian. It is of immense importance to secure for the scholar on leaving school some definite employment, and to surround him with affectionate watchful guardianship. It is often said that "early impressions are lasting." It may be added that *early habits* are far more lasting. Whosoever shall scan carefully his past career, shall find that the most critical period of his life was that lying between school-time and manhood; just when the youth awakes from the dreamy illusions of childhood, and walks abroad into the cold and chilly atmosphere of the world. This is the most trying time for his moral constitution. He moves about amongst the deadly miasmas and breathes the pestilential vapours of society; or, as the bark newly launched from the docks, he passes one after another the various buoys and beacons, and at last, bidding adieu to the pilot, stands out for the unbounded ocean. Then every breeze that blows, and every wave that rolls against him tries what stuff his bark is made of. Will he run upon the shoals and quicksands? Will he fall into the hands of pirates? Or will he ride safely and bravely through the storms, and land all right upon the opposite shore. This season is the campaign of life, and we enter the region of manhood victors or slaves. Not that there remain no more struggles, but they are either the triumphant conflicts with a vanquished and retreating foe, or the vain and feeble efforts of expiring strength and virtue.

P.S.—I am sorry to have delayed so long, but school duties press rather heavily just now. Any further information will be given with pleasure.

JOHN SNELL.

East Coker, Yeovil,
June 24, 1859.

ADDENDA.

(a) In order to satisfy myself that my remarks in answer 2 are within the real facts of the case, I have made a careful analysis of the school register; the result is presented in the following table:—

Age.	No. on the Books.	No. who have been at work in the past Year.	Average Time thus engaged.	Class of Parents.
Under 7	103 Boys and girls	6	2 months	Tradesmen 4 Labourers 99
Between 7 and 10	62 „	10	2 „	„ 11 „ 51
Between 10 and 12	34 „	17	3 „	„ 22 „ 12
Between 12 and 14	13 „	8	6 & more months	Tradesmen & Farmers 10 „ 3
18	1 Boy	1	9 months	Farmer 1
Total	213	42	Average 3	48 165

This total (213) includes children from six adjacent parishes at a radius of 2½ miles distance from the school. It must go to the heart of every right-minded man to observe these numbers; only 3 above the age of 12 are labourers' children, and two out of these, I may add, have been at work more than half the past year. 12 only of these above the

age of 10 are labourers' children. It may be asked, Whether this be a fair representation of the education in agricultural parishes? A few remaining facts shall show.

There are few parishes in which such valuable inducements are offered to parents to keep their children regularly at school, or where so much vigilance is exercised in looking after the absent or missing ones.

A clothing ticket, value 5*s.* 6*d.*, is given to every child who obtains the capitation grant, *i.e.*, who attends 176 days in the year. This year (1859) 90 received the capitation grant, and of these, 59 were under 8 years of age and 19 under eleven.

A frock is presented to every girl, and a trousers to each boy, who attends regularly the Sunday school and says a certain number of lessons annually.

A great deal of the general charity of the benevolent patrons of this school is made dependent on school attendance.

(b.) Here, then, we have a tolerable example of what rewards will and will not do; they are mighty to overcome apathy and indifference, but impotent to withstand the arch enemy, child labour.

(b.) I shall be obliged to any one who may be interested in these details, if he will kindly just step with me up to George Hamblin's; he lives but a short distance from where I now write, and works day by day for my neighbour opposite. Here we are! Jane and Susan, twins of 15 months, are nursed by Mary Anne, a girl of seven summers, whose education is cut short thus early by the unhappy and very unnecessary intrusion of the before-mentioned twins. John, five, Robert, three years old respectively, are at school; Elizabeth, nine, is at her grandmother's, earning 2*s.* 6*d.* per week by stitching gloves, and her food from her aged relative for the service she gets in return. Martha, a girl of 15, works in the factory, earns 2*s.* 6*d.* per week. The wife does not earn so much now as before the twins arrived, but, perhaps, one week with another gets 2*s.* 6*d.* by washing. The father earns 8*s.* at farm labour, and Charlie, a very bad boy of 11 years, gets 1*s.* 6*d.* per week, and I am told is hardly likely ever to get more, "*he is so stupid.*" You demand whether these children can read? and the tender-hearted mother, with touching eagerness, tells that she kept them all at school so long as she was able, that is, up to about seven years; they learnt a little reading and writing; but the babies came into the world one after another with distressing rapidity, and thus you see, Sir, "I was obliged to keep them home to nurse; they always go to the "Sunday school; what more can I do?"—Ah! what? This is not a coloured picture, it is a photograph, and so also is the next.

(c.) Any day when—

> "Chill November's surly blast
> Makes fields and forests bare,"

you may find poor little Clod chasing, with barbarous noise, the birds from the newly-sown corn fields, cased in Farmer Meadows' left-off hat and breeches, neither wind nor water-tight; his naked toes peep out from his shoes. Scant and hard is his fare; coarse and repelling are his features. Look into his face; a vacant stare and open mouth may well suggest a doubt whether within this clod there stirs at all "a vital spark of heavenly flame." You need not ask if he can read or write; none who can present such unmeaning gaze; but he has heard the vulgar oath, the obscene jest,—has warmed himself at the pot-house fire, and witnessed the drunkard's fight. He cannot tell you how *young* he is, but can, or will soon, smoke a pipe, and hopes to guide a plough some day.

And when the daisy and the buttercup, awaking from their winter sleep, arise at the call of early spring, and the joyous lark mounts upward high to greet the sun, you will not find him chasing the butterflies, light-hearted as they, or gathering primroses, like other children of his age. The love of buttercups and daisies, the joy of blithesome birds' carol, are all unfelt by him. But what does he? From morn to eve he traverses in long lines that many-acred field, and at distances measured by his little feet drops the potato seed at the rate of 1,000 per diem, now up, now down, those weary plough trails.

And when the sun attains his loftier place, and flings a brighter blaze of glory from the sky, when earth puts on her summer clothes, and beauty smiles from every flower? Where now is little Clod? Behold him among the merry hay-makers, doing his share of the work, and, man-like, taking his share of the drink that now passes freely round.

Again, as the ripe and yellow corn bends and falls before the relentless sickle, he follows in the rear and refreshes from the cider can the thirsty reapers. Close upon harvest comes the potato-picking season, and last of all the apple gathering. Once more you find him in the newly-sown corn fields chasing the birds away.

Should you have lost sight of him during any interval of the changing seasons, the chances are that he is guarding the sheep or tending the pigs. It is just possible that he may have been at the village school a week or two.

With sorrow and shame we may demand,—How long shall cruel, sordid lust of gold enslave both soul and body after this rate? Shall a child of God be brought into this world and pass on to the next without an opportunity of knowing and feeling the sublime and beautiful things pertaining to the land of his inheritance. Is he our brother? "Bone of our bone, flesh of our flesh?" What account shall be rendered to the Judge of all the earth concerning such treatment of this our brother?

(d.) It is a common practice here, and I expect elsewhere, when a poor person applies for parochial aid, to insist upon the children being taken from school and sent into the fields.

(e.) As a result of education, it would be perfectly natural to suppose that the thing would generate—that like would produce like—that the more enlightened the parent the stronger the desire that his children should be also enlightened. The more ignorant the father or mother, the more regardless of their children's ignorance. And this, which appears reasonable in theory, declares itself also in positive fact. There is a palpable difference in the capacities of the two classes. Observation has confirmed me in the belief that the child of educated parents is, when first ushered into the world, mentally superior to that of the uneducated, other things being equal. I must explain here that by educated parents I do not confine my meaning to those of mere school training, but include all persons whose faculties have been strengthened and improved by any processes whatsoever. In looking through my classes in school, I find, as an almost invariable rule, that the more intelligent the parents the quicker to learn is the child. I have been endeavouring to recollect whether I have known any parent who could himself read and write, and who nevertheless was unconcerned as to his children's possessing the same advantages. I cannot remember a single instance. It is sometimes thought and asserted that those people who are themselves ignorant are more anxious than others that their offspring should not be so. I have tested this assertion, and find that the desire always arises from contact with persons placed in better circumstances by the superior education they have received, and it bears the same relation to that love of knowledge arising from its possession

and enjoyment, that the *desire* of a married woman to become a mother bears to the *love* of a mother towards her child.

(f.) An interesting gradation may be found by any one who will take the trouble to look for it, in the educational aspirations of the various classes of society. Thus an ignorant country churl will care nothing about his children. A simple hearted God-fearing shepherd will desire no more than that his boys and girls may be able to read their Bible. A hard working carpenter will add to his desire a little arithmetic and mensuration. A shopkeeper will not be satisfied if his boy do not write a good hand and make out a nice bill. An engine-driver will be thankful for a little geometry and mechanics. Above all these is the desire of that respectable widow who struggles to give to her son, besides these ordinary material branches, a knowledge of grammar and history. and some refinement of manners. The grammar school and the university satisfy the cravings of the most learned.

(g.) In the case of men who are called "self-educated men," there is a little misapprehension as to the origin of their education. If it be followed to its source I believe there will be as little proof of spontaneous generation as can be found in the vegetable or animal kingdoms. Some seed blown by an accidental breeze found a fitting soil and elements congenial to its germination and growth. Successive breezes bring other seeds, and in process of time that which was but a barren desolate isle is covered with a rich and varied production.

(h.) Instances of parental culture. Elizabeth Maddaford, a girl of eleven years, came one day to the school; I was struck with her intelligent countenance and cultivated appearance. She was a fluent and agreeable reader. A *rara avis* had entered the school, and I determined to visit the nest and make the acquaintance of the mother. I found her a well-educated person who had brought up her children so far, and now desired them to have added the other subjects taught in our school. This girl attends during the summer months, walking daily a distance of three miles. Her progress is rapid, and her conduct everything that could be wished.

(i.) Fowler is a dairyman, and scholar enough to read his Bible and keep his accounts. He has a large family, and lives at a distance of three miles from the school. His children may every day be met on the road to school; healthy rosy-cheeked boys and girls. The elder ones attend the night school. This father manifests the greatest interest in his children's learning. To that limited scale of acquirements I have named, Fowler has added an acquaintance with music, and the ability to play on one or two instruments; and at night, when the stock are safely housed, and the fagot blazes brightly on the hearth, and while from yonder village ale-house you hear the miserable noise of drunken clown, you may hear from Fowler's house the divine strains of the evening hymn, or the livelier airs of our school, in which the father's musical instrument joins the voices of his children.

(j.) The Sunday school. Charles Hill and William Chalker attended the daily school to 9 and 11 years of age respectively. They were well behaved, agreeable boys. They left for the fields, and associated with boys and men of bad character; in an incredibly short time a decided change for the worst manifested itself in each of them; whilst at the same time their ability to read and learn sank rapidly. They continued at the Sunday school. Hill is now seldom seen, as his master requires him on Sundays. Chalker has attended more regularly, and during the last nine months I have been pleased to observe the influence of the Sabbath school gradually softening and improving him.

George Langdon, a lad of 16, comes regularly in the afternoon, being at work in the mornings. His parents are indifferent to his welfare,

and if not he is now beyond their influence He does not learn any lessons like the others, still he clings to the school. One day his teacher said to him, "George, I have often wondered what it is brings you to "our Sunday school; you do not learn the lessons, and I know that if "not inclined yourself to come, you have no friends that would insist "on your coming. I am so curious on the subject that I've determined "to ask you." "Well, Ma'am," after some hesitation, "I have no time "to learn the lessons, but I love to come to school. I like to hear the "children sing their hymns; and I like the Scripture lessons. I would "rather come here than go to Church."

(k.) Extract from "Trench on the Study of Words."—"On the other "hand we cannot wonder that Italy should have filled our great Exhi- "bition with beautiful specimens of her skill in the arts, with statues "and sculptures of rare loveliness, but should only rivet her chains "the more closely by the weak and ineffectual efforts which she makes "to break them, when she can degrade the word 'virtuoso,' or 'the "'virtuous,' to signify one accomplished in painting, music, and sculp- "ture—*such things as are the ornamental fringe of a nation's life, "but can never be made, without loss of all manliness of character, "its main texture and woof.* Not to say that excellence in these fine "arts has been in too many cases divorced from all true virtue and "worth."

Mr. W. A. Shields, Master of the Peckham Birkbeck School.

SIR, Birkbeck School, Peckham, Jan. 20, 1859.

I HEREWITH return to you eight copies of your circular D., viz.:—

One from the	Holborn	- Birkbeck School for	Boys.	
One „	Finsbury	- Birkbeck School „	Boys.	
One „	Bethnal Green	Birkbeck School „	Boys.	
One „	Bethnal Green	Birkbeck School „	Girls.	
One „	Kingsland	- Birkbeck School „	Boys.	
One „	Kingsland	- Birkbeck School „	Girls.	
One „	Westminster	- Birkbeck School „	Boys.	
One „	Peckham	- Birkbeck School „	Boys, girls, and infants.	

And, at the request and on the behalf of my colleagues—the masters of the above-named Birkbeck Schools—I beg to add the following statement.

Each master has made his own return of the facts special to his own school, and has endeavoured by a very careful examination of his school accounts, both to supply the information sought by the Commissioners and to supply it in their form. It is, however, very possible, notwithstanding the pains we have been at to understand and comply with the intentions of the Commissioners, that some of us have failed in giving the information desired. Should such be the case, I am directed by my colleagues to assure you that any suggestion you may be disposed to make for the rectification of error, will be met with the promptest and most cheerful attention.

Begging you to remember that so much of your circular as inquires into the working of evening and Sunday schools does not apply to the Birkbeck schools, I take the liberty of pointing out to you that our answers to what I have just above called "facts special to each school," carry us completely through those questions relating to day schools which in the circular are arranged under the head of i. Schools; ii. Scholars; iii. Teachers; v. School age; and vii. Miscellaneous; and partly through the questions under heading iv. Annual Income and Expenditure. To complete our return under the heading last named, and to answer the questions under the heading vi. Instruction, is the duty my colleagues have laid upon me. Why it has been thought advisable to return one report only on these subjects will appear as we proceed

To complete, then, the portion income and expenditure. The only source of income proper in the Birkbeck schools is the school fee. Particulars of the variations in this fee and the income derived from it are given for the several schools in the several returns; but in no case does the income so derived cover expenditure, and in each case the deficiency is supplied solely by Mr. William Ellis, of 6, Lancaster Terrace, Regent's Park, by whom the schools were originally opened, and to whom with, I believe, one exception the school buildings and school property belong. Exactly what is the amount which this gentleman has thus disbursed, or how it should be allotted to each school, it is not in my power to say, but if you apply to Mr. Ellis himself I have no doubt whatever that any information which he possesses that would be likely to assist you in your work will be very readily placed at your disposal. Allow me to add, whilst Mr. Ellis's name is before us, that there are other and very weighty reasons why the Commissioners should be in communication with him.

He has been for the last ten years engaged (at a great cost to himself) in endeavouring to extend and improve the education in primary schools. Besides incurring expenditure, he has paid unremitting attention to the question of education, and has been actively engaged in teaching. Year after year he has weekly met a class of schoolmasters numbering generally about 50, and given them systematic instruction in economic science as a subject of education for the young. During this time he has been teaching children not only in his own schools, but in various other schools, and has succeeded in influencing the opinion of several of the best known and most zealous friends of education.

As the result of this activity and devotion, his own convictions of the potency of education have been deepened and strengthened. Met at every step of his work by those difficulties which at the present time are the burden of every speech and every paper on education, he has encountered them and struggled not unsuccessfully against them. The worst and most wide spread difficulty of all—that arising from the ignorance and poverty of parents—has specially occupied his attention and tried his strength. If he feel, and he certainly does feel, that that difficulty may be overcome, the Commissioners will I presume scarcely be unwilling to inquire

what are the grounds of this belief, what are the experiments that have led to it, or what is the method by which he hopes the work of removing that difficulty may be done. On another point, too, Mr. Ellis's experience is important. Believing that for the work of education the one great desideratum of the day is the capable teacher—the kind and intelligent, religious-souled man, whose practice of his art in the school-room has grown out of a systematic attention to education as a science,—he has sought the acquaintance and society of schoolmasters. Teaching them, advising with them, and assisting them often to books and apparatus, there has sprung up between him and a large body of teachers beyond those of the Birkbeck Schools a close and frequent intercourse, which has driven Mr. Ellis to consider the training given in our normal colleges to student teachers. Whether this training is good or mischievous, whether as a rule the men so trained are agents who will help or hinder the philanthropist in extending real education, are questions on which Mr. Ellis has formed very decided opinions. These opinions, I respectfully suggest the Commissioners should know, the truth of them they should plumb. They have been formed in a wide field of experience, for there is scarcely a denomination in some school of which he has not exercised his ministrations. They are the products of a mind long habituated to philosophical inquiry, and the spring of a philanthropy which is as remarkable for its intelligence as for its zeal.

I have now to apply myself to heading vi., Instruction. The two questions asked under this head certainly cannot be answered by the masters of the Birkbeck Schools in the space allotted by the circular.

On reading the circular I see it is adapted to schools under Government inspection. With the masters of those schools the Government may have made some arbitrary arrangement of the subjects of school instruction, which permits a man intelligently to answer in one word what is his highest course of instruction, but the masters of the Birkbeck Schools do not know of this arrangement, if indeed it exist, and I am left, therefore, quite in the dark as to what you would yourself, if you were in my place, supply as an answer.

In our schools, *e.g.*, we teach the elements of physiology, chemistry, mechanics; I know of no scale which would enable me, consistently with the usage of educational men, to say which should be put in answer to your question as the highest. I am driven, therefore, either to return the papers without answering these inquires, or, although I fear the length will bring disfavour, to give in a straightforward way, but at some length, an account of what we attempt in our schools.

We teach of course reading, writing, arithmetic, grammar and geography, and we believe that we teach those things to the full as extensively and as well as they are usually taught, and further we believe we teach them with an ease both to ourselves and our children which is not attained in schools in which the subjects I am about to mention are omitted, but how far we are successful in

giving instruction, and what is the method adopted, would be best known by actual inspection of one of our schools. Should the Commissioners desire to know, I am to assure them that a note from you to me will place some one of our schools at their disposal for as thorough an inspection as they like to make, and all we shall stipulate for will be, that the inspector be some one whose interest and experience in school work will make his inspection a real one, and whose intelligent appreciation of the work that should be attempted in all schools will enable him to distinguish between mere instruction aimed at as the end of school work, and instruction given and used as the means of making school a place of real education, a place in which children are forming for themselves sound habits both in morals and intellect.

Besides the subjects I have already catalogued, we give instruction in drawing, (in which we are assisted by the Department of Practical Art,) in the elements of physical science, in chemistry and in social science. The last subject, peculiar I believe to the Birkbeck Schools, or at least to schools that have been influenced by Mr. Ellis, may require a little explanation. We teach it, as indeed we teach all the subjects named, not by tasks, but by collective, conversational, and catechetical lessons, on which lessons exercises to be done at home in the evening are founded. We include under it physiology, economical science, and systematic lessons in morals; and the extent of the teaching is something like this:—In physiology, *e.g.*, we give lessons on digestion, on circulation and respiration, on the office and action of the brain and nerves, on assimilation, on the office and action of the secretory organs, and we connect with these lessons remarks on the laws of health. I believe, I may say with truth, we send most of our eldest children from school able to read with a zest a book like Carpenter's, and intelligently prepared to co-operate in the future with the legislator who would enforce vaccination and the medical officer of health who, even at an expense to the parish, would cover in the fever-breeding sewer, and increase and purify the water-supply.

Our course in economic science may be known from a little book of "Progressive Lessons" published by Smith, Elder, and Co., or from a work edited by the Dean of Hereford, called the "Phenomena of Industrial Life," published by Groombridge. In conformity with rather than from the books thus referred to, by means of such lesson-giving as I have already described, we teach with ease to ourselves, with pleasure to the children, and with unmistakeable satisfaction to their parents, what I think your inspector would recognize as seriously tending to the diminution of want and vice. We teach to boys and girls who will presently start in life as workers for wages, that he who subsists on wages is supported in the present out of the stock which the industrious and the economical have produced and saved in the past—out of capital; and that he who worthily consumes wages is engaged in the present in reproducing, and reproducing with increase, capital for the future. That capital can never oppress the workman; that a strike may, or may not, alter the distribution of the wages'

fund, but that it must lessen it; that fluctuations in the values of commodities, including the phenomena of the import and export of the precious metals, are the index of the wants of society in relation to these commodities—are phenomena that governments cannot control, and should forbear to touch; that panics are a consequence, not of the state of the money-market, but of the dishonest use of credit.

In giving these lessons we never dissever from the economic law the questions of conduct, which do naturally in men's minds connect themselves with it. We teach that abundant production can result only from a combination of industry, skill, habits of order, and the possibility of men confiding in one another; but at the same time we examine how such habits are formed, as render these qualities in men possible and general.

We learn that the habit of economy, the habit of industry, the habit of conscientious performance of duty, are so many sources of happiness to a man, and that the foundation of them, and of other like good habits, is laid in school by an intelligent study of these very subjects and a conscientious doing of school-work. And the children are very sensibly influenced by this teaching, and will assuredly, as they take our places in life, disseminate what they have learned at school; they will regard not the prodigal, but the saving man as the benefactor of his neighbours; they will not combine to raise wages by violence, for they know that "the strike" is suicide; when the manufacturer of accommodation-paper makes his confession in the Insolvent Court, they will talk, not of the tradesman's misfortune, but of the swindler's dishonesty; they will save and insure; they will not join the pothouse benefit club; they will feel glad, to the extent of their power, to relieve destitution when it comes across them; but they will regard the work of uprooting the causes of destitution as a duty which no quantity of philanthropy in a nation will permit us to neglect.

Such, then, is the answer of the Birkbeck masters to heading vi.

In your instructions to the Assistant Commissioners I saw, or thought I saw, a very earnest desire on the part of the Commissioners to make their inquiry of service to their country. I have, therefore, unhesitatingly done the bidding of my colleagues, hoping that you would not regard as unwelcome, information that happened to be informal, nor treat as an intrusion our calling your attention to the doings of Mr. Ellis.

Apologising for the length to which my task has carried me,

I am, Sir,

Your obedient servant,

W. A. SHIELDS,

Master of the Peckham Birkbeck School.

To the Secretary of the
Education Commission.

The Rev. Nash Stevenson, on the Subject of "Rural Schools."

Parsonage, Shirley, near Birmingham,
9th January 1860.

My Lord Duke and Gentlemen,

At the recent meeting at Bradford of the "Association for the Promotion of Social Science," the following resolution was unanimously passed in the Educational Department, held under the presidency of the Right Hon. C. B. Adderley, M.P.

"That the Council of the Association be requested to appoint a Committee to consider and report on the best means of obtaining aid from the Government grant, in cases in which it is specially required and is not obtained."

In dealing with this resolution, the Council of the Association have had a communication with the Education Commission, over which your Grace presides, and have solicited the Commissioners to take the evidence of Rev. R. Gunnery and myself on the subject of the resolution. In answer to this application the Council of the Association have been informed, by a communication from your board, that "it is not at present the intention of the Education Commissioners to extend their vivâ voce examinations beyond those persons who are, or who have been, connected with the Committee of Council on Education, and the principals and teachers in training colleges."

Understanding, however, both from the terms of the reply of your board, as also from other sources, that your inquiries on the subject of the resolution have not yet been brought to a close, and that you are still willing to receive written communications, I respectfully venture to offer some observations on the question raised in the resolution, premising that the opinions expressed are my own, and not necessarily those of the Social Science Association, with which, as Educational Secretary, I am officially connected.

Although the terms of the resolution do not define the class of schools in which "Government aid is specially required and is not obtained," I may explain that both writers and speakers in the crowded department, at Bradford, rather referred to the exclusion of rural parishes from the operation of the Minutes, than to the case of destitute populous parishes. They asserted that the Minutes, as at present drawn up, prescribe pecuniary conditions that are not and never can be accepted by rural parishes. It is this assertion I seek to support, and it is on this subject I now respectfully address you.

Although no official tables have yet been published immediately bearing on the point, I have been enabled to compile some from official sources, that must dispel all doubt as to the fact of rural parishes not being under inspection, and, therefore, not receiving public pecuniary aid. A copy of these tables was forwarded by myself in April last to the Oxford Diocesan Board of Education. Similar statistical returns were then called for by this board; and the result of their inquiries, throughout the sphere of their operations (as given in Table IV.) is singularly corroborative of the results obtained by myself.

TABLE I.

State of Education in Elementary Public Schools in the Counties of Somerset, Dorset, Devon, and Cornwall.

County.	Population.	No. of Public Day Schools.	No. of Schools under registered or certificated Teachers.	No. of Parishes with population of 600 and under.	No. of Schools under certificated or registered Teachers in such Parishes.	No. of children in such Schools on day of inspection by H. M. I.	No. of Parishes with population over 600.	No. of Schools under certificated or registered Teachers in such Parishes.	No. of children in such Schools on day of Inspection by H. M. I.	Total No. of Parishes.	Total No. of children present on day of Inspection.
Somerset	443,916	490	71	282	1	31	181	70	9,597	463	9,628
Dorset	184,207	271	45	179	10	556	61	35	4,898	240	5,454
Devon	567,098	503	70	245	2	83	214	68	10,118	459	10,201
Cornwall	355,558	258	32	71	1	25	140	31	3,390	211	3,415
Grand Totals	1,550,779	1,522	218	777	14	695	596	204	28,003	1,373	28,698

Much of the information of this Table is compiled from H. M. I. Rev. E. D. Tinling's General Report for 1857, pp. 325–329. From the Report of 1858 it would appear that many more schools have during the year placed themselves under inspection, pp. 60, 61.

TABLE II.

Archdeaconry of Coventry, Birmingham excepted.

District.	Population.	No. of Public Day Schools.	No. of Parishes under Inspection.	No. of Schools under Inspection.	No. of Parishes with Population of 600 and under.	No. of such Parishes under Inspection.	No. of Schools in such Parishes.	No. of Parishes with Population over 600.	No. of such Parishes under Inspection.	No. of Schools in such Parishes.	Total No. of Parishes in Archdeaconry, Birmingham excepted.
Archdeaconry of Coventry, Birmingham excepted	176,000	—	36	56	76	7	9	73	29	43	149

Much of the information of this Table was supplied to me by H. M. I. of the district in 1858.

TABLE III.

County of Hereford.

County.	Population.	No. of Public Day Schools.	No. of Parishes under Inspection.	No. of Parishes with Population of 600 and under.	No. of such Parishes under Inspection.	No. of Schools in such Parishes.	No. of Parishes with Population over 600.	No. of such Parishes under Inspection.	No. of Schools in such Parishes.	Total No. of Parishes in County.	No. of Schools under Inspection.
Hereford - - -	115,489	149	28	130	5	6	61	23	29	191	35

Much of the information of this Table was supplied to me by H. M. I. of the District in 1858.

TABLE IV.

Diocese of Oxford.

Supplied to me by the Oxford Diocesan Board of Education. 1859.

County.	Population.	Total No. of Parishes.	No. of Parishes with Population under 600.	Their Population.	No. of such Parishes receiving Government aid.	No. of Parishes with Population over 600.	Their Population.	No. of such Parishes receiving Government aid.
Oxford - - - -	168,270	236	132	40,185	11	94	128,035	25
Berks - - - -	171,132	174	84	28,705	7	90	142,427	29
Bucks - - - -	166,183	209	123	36,454	6	86	129,729	26
Grand Totals -	505,585	609	339	105,344	24	270	400,241	80

The first casual glance at the figures given in each and all of these tables brings out this undeniable conclusion. In parishes over 600 the Government system has obtained in well nigh a moiety of the schools, and in parishes under 600 the Government system has broken down and utterly failed. Even from the few and inappreciable cases where it has succeeded a considerable deduction must be made on exceptional grounds. Where the school is wholly or in great measure endowed, or there resides a wealthy capitalist who interests himself in education, and whose wealth is derived from other parishes besides that of his residence, the school is enabled to rise to the pecuniary requirements of the Minutes. But where the proprietorship of the land is, as is usually the case, in the hands of those who derive their income from the parish, the school is totally unable to secure the services of a certificated teacher, and, by consequence, unable to claim public pecuniary aid. The extent to which this statement is true is demonstrable of proof only by those who possess an intimate knowledge of the circumstances of a locality. So far as this archdeaconry is concerned I am enabled to supply the information. There are exactly seven schools in 76 *rural* parishes under inspection (Table II.) In one of these parishes the school is amply endowed. In two there are resident noblemen, and in another there lives the late Vice-President of the Committee of Council on Education. There remain then exactly three rural parishes, ordinarily circumstanced, out of 76, that obtain a share of the public grant. I am not in a position to pursue this investigation through the remaining tables that are given, but I have a right to assume that this archdeaconry is a fair specimen of all England in this respect. But it is not needful to make any deduction on these grounds with a view of proving the point at issue. In Somersetshire there is actually only one school in 282 rural parishes that is under inspection. In Dorsetshire the average is one in 17; in Devonshire one in 122; in Cornwall one in 71; in Herefordshire one in 26; and in the diocese of Oxford one in 14. If we look at the average of all parishes over 600 that are under inspection we shall find it to be one in 2·97, and if we look at the average of all parishes under 600 we shall find it only to reach one in 26·44.

As the returns given relate to seven important agricultural counties located in different parts of England, and were all that could be procured, and were not drawn up with any view of getting up a case, it is hardly fair to assert that they form exceptional cases. If they exhibit the average of all England, and of this there can be no reasonable doubt, then the fact is most apparent that for some cause or other rural parishes have not subjected themselves to Government inspection, and, by consequence, receive no part of the educational grant. If the causes that have hitherto prevented them from being in receipt of the grant can be discovered it may be possible from hence to point out the most appropriate remedial measures.

First of all it should be stated that there must be a certain number of rural parishes which contain fewer inhabitants than could possibly supply children for a separate school. Any attempt to give the exact number would only terminate in fallacious results.

A rural parish of 250 or 300 may be so located and circumstanced as that it may with advantage be united to a neighbouring parish in forming a joint school. On the contrary it may be so isolated and the population so scattered that a union with an adjacent parish would have the effect of excluding its inhabitants from all means of education. There need be but little apprehension of the public money being wasted in the support of schools in parishes where they are not needed. The cost of the remainder of the expense, which must come from private sources, will deter managers from making application, and at all times the power of refusal will rest with the Committee of Council.

Then, again, there still exists in rural parishes a body of clergy and laity, by no means small or uninfluential, who are opposed to State interference in their schools, believing that a secular education is the covert end at which Government is aiming. There are others likewise of the same class who deem the mechanical art of reading and writing, the text of the Church catechism, and Mrs. Trimmer to be the aim and end of all education for the labouring classes; and conceive that the development of the intellect which God gave to man for culture, would tend to revolutionize society and unfit the poor man for his station in life. The want of education among the tenant farmers renders that class likewise hostile to the improvement of the school, feeling that any advancement will render the labourer his mental superior. The extreme and proverbial thrift of farmers imparts a tenfold force to the feeling of personal pride, and renders them averse to a change that will necessitate a larger contribution from themselves.

In many rural parishes, one or other, or all of these causes, militate against the introduction of the Government system of education. But were all such obstacles to be removed, the pecuniary impediment will ever preclude rural parishes, ordinarily circumstanced, from the acceptance of State assistance on the terms that are annexed. The proof of this can best be exhibited by giving the balance-sheet of a rural parish of 600 population, where the income would be the largest, and by supposing the employment of a certificated mistress, and not of a master, when the expenditure would be the least. The salaries from managers accepted by female students last Christmas at one of the leading training colleges, ranged from 25*l.*, which was considered too little, up to 53*l.* for a large town school, which was considered above the usual marketable price. The stipend of the mistress shall be placed at 44*l.*, which will be found to be a fair average.

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BALANCE SHEET of a MIXED SCHOOL in a RURAL PARISH of 600.

RECEIPTS.	£	s.	d.	EXPENDITURE.	£	s.	d.
School pence - -	10	0	0	Stipend of certificated mistress, not including Government aid	44	0	0
Voluntary contributions, sermons, &c. - -	13	0	0	Expenses of fuel, apparatus, and repairs -	10	0	0
	23	0	0				
Deficiency -	31	0	0				
	£54	0	0		£54	0	0

The items of both receipts and expenditure have been obtained by me from a considerable number of balance-sheets of rural schools of 600, supplied to me by managers; and there, therefore, can be no doubt as to their correctness. It may then, without the slightest intention of placing the question in an adverse light, be respectfully asked of the Committee of Council whether this deficiency of 31*l.* can be raised in rural parishes, and if so, from what sources; and, if it cannot be raised, then the proof is undeniably complete: firstly, that rural parishes are not under inspection; and secondly, that they are virtually excluded from the benefit of all educational grants under the conditions of the minutes as they are now drawn up, seeing that the employment of a certificated teacher is made obligatory before receiving the full pecuniary aid.

The evil has long been admitted by the Committee of Council on Education, and various Boards of Education have from time to time memorialized their lordships on the subject. I will proceed to consider the different remedies that have been suggested.

On 29th April 1854, the Committee of Council drew up a minute by which they allowed a capitation grant, at the girls' rate, to mixed schools under certificated mistresses in *rural* parishes containing fewer than 600 inhabitants. On 26th July 1858, their lordships had under their consideration the state of schools in small *rural* parishes, and resolved to grant a stipend of 25*l.* per annum for male, and 20*l.* for female teachers during the probationary period of two years following the date at which they have passed the examination now required for a certificate, including the schedule, on condition that such period be passed either (*a*) as a principal teacher in a *rural* school not containing more than 1,200 square feet of superficial area in its school rooms and class rooms, or which can be certified as not needing, nor likely to be attended by more than 100 scholars. All pecuniary conditions, beyond the public grants of 25*l.* or 20*l.* in these cases, to be dispensed with.

In all cases the least grant awarded by their lordships to a certificated mistress would be 10*l.* as augmentation money. The outside addition, then, to rural schools, under this minute, is 10*l.*; *i.e.* the difference between 10*l.* augmentation money, and 20*l.*, the sum now guaranteed. The relief afforded under this minute would be very great, were the limitation as to time withdrawn, and the number

of certificated teachers increased. The increased stipend cannot, however, be granted for more than two, or at the most three years, to the same teacher. The managers of rural schools will be unable, at the expiration of this period, to furnish the stipend needful for the retaining of the certificated teacher, and they will not be willing to encounter the evils attendant on a constant change of teachers. Hence the minute will find but very limited acceptance.

During the past year the Oxford Diocesan Board of Education, the Brecon Archidiaconal Board, the Exeter Board of Education, and the National Society, have memorialized their Lordships on the subject of rural schools, and have recommended that reports of efficiency be the condition of grants, without requiring the employment of either certificated or registered teachers. Fair and reasonable as is this proposition in theory, it is much to be feared that it would break down in practice. The standard of efficiency and sufficiency amongst the inspectors is notoriously unequal and different. The exercise of the power of refusal of grant for work performed, on the result of a single examination, would be so invidious, unpopular, and unjust, that no inspector would venture to put it in force, except in the most extreme and exceptional cases. In process of time all schools would then obtain the grants, and the public money would be expended in support of a very inferior standard of instruction. Under the present Government system, the examination of the teacher really decides the question as to whether the public grant shall be given or withheld. It is certainly true that Her Majesty's inspectors possess the power of refusal, but how often, or when is it exercised? In the large district of Rev. F. Watkins, Her Majesty's inspector, the cases of refusal do not rise to more than one or two per cent., and I have good reason for believing that this per-centage is the same elsewhere. Differences of opinion may exist as to the standard of attainments needful in our national schools; but, be it what it may, it is most reasonable that the teacher should prove by personal examination, that he himself has acquired that standard, before he proceeds to the reproduction of it in others.

The power of levying an educational rate in aid, and that such rate may be reckoned as voluntary payment on the part of the parish, is a remedy that has found favour with some, and was advocated by Right Hon. C. B. Adderley in his Educational Address at the recent Social Science meeting at Bradford. There exists this advantage in a rate over voluntary contributions. In voluntary contributions, the charitable pay for the uncharitable; the few for the many, and the sum subscribed usually becomes less year by year. In a rate, each contributes his just proportion. On the other hand it is clear that the religious difficulty would appear in a more intensified shape in an Educational rate, than even in a question of Church rates; that annually there would be an altercation as to the exact amount of rate which would be needed; and that, where parties were nearly balanced an angry discussion would be raised, year by year, as to the persons in whose hands the real management should rest; the exact phase of faith to be taught to the children; and the time and the place and the teacher by whom the minority should be instructed in the distinctive tenets of

their religion. At the present period, when the existence of Church rates trembles in the balance, it is hardly to be expected that a kindred rate, such as an educational rate would be, would find acceptance in the House of Commons.

During the past year the Coventry Archidiaconal Educational Board, of which I am secretary, have memorialized the Committee of Council on the subject of rural schools, and suggested what, after mature deliberation, appeared to them the most suitable and sufficient remedy. The Norfolk Diocesan Board similarly memorialized the Committee of Council, recommending the same relaxation of the Minutes. A copy was transmitted by the Coventry Board to the Commission of which your Lordship is chairman. As I had the satisfaction of drawing up the memorial, it is needless to add that I do not dissent from the statement it contains. (See Appendix A.)

Were the plan proposed by the Coventry Board to be adopted and put into operation, the working of the financial part would come out very much as follows:—

BALANCE SHEET of a MIXED SCHOOL in a RURAL PARISH of 600 population, under proposed scheme of the Coventry Archidiaconal and Norfolk Diocesan Boards of Education.

Stipend of mistress, from all sources, 60*l.* 2*s.*, viz.:—

From Local Aid.

	£	*s.*	*d.*
Voluntary contributions, sermons, &c.	13	0	0
School pence	10	0	0
	£23	0	0

From Public Aid.

Double certificate gratuity	20	0	0
Gratuity for teaching pupil-teacher	9	0	0
Capitation grant of 9*s.* per head for 18 children	8	2	0
	£60	2	0

Where Lodgings are provided.

Public aid	£6	0	0	12	0 0
Private do.	6	0	0		

Expenditure for Books, Fuel, &c.

Public aid	£5	0	0	10	0 0
Private do.	5	0	0		
				£82	2 0

Under this arrangement the managers might have to supply 34*l.* and the public 48*l.* 2*s.* The balance in favour of the rural over other parishes would, at the outside, stand thus:—

	£	*s.*	*d.*
By double certificate - - - -	10	0	0
By capitation grant, excess over average of 5*s.* 6*d.* and for 18 children - - -	3	3	0
Excess for instruction of pupil-teacher - -	4	0	0
	£17	3	0

In some cases there would be a further sum of 6*l.* for lodgings, and a sum not exceeding 5*l.* for fuel, books, &c.

Should it be urged that the cost per scholar would be considerable in this supposed case of a rural school, it must be recollected that it is not more than is absolutely necessary, and is mainly caused by the present inadequate staff of certificated teachers. The minimum stipend from all sources required by the Committee of Council for a mistress is 30*l.* But the demand has so far exceeded the supply that the present average stipend (61*l.* 9*s.* 10*d.*) is actually more than double what their Lordships require, and even the minimum, (53*l.* 4*s.* 11*d.* given in the agricultural counties of Devon, Dorset, and Cornwall,) falls but little short of double.

And it is this very scarcity of certificated teachers that lies at the root of the present difficulty, raises the stipends so much beyond what is needful, and excludes all rural parishes from participation in the public grants. Unless the Committee of Council change their views there is but faint hope of the present generation living to see a supply commensurate with the demand, for the tendency of action of the Committee of Council has been of late still further to diminish the future supply. At the present time the Committee are contemplating a serious reduction in their payments to the training colleges. The ordinary allowance of pupil-teachers has been hitherto one to every 30 scholars in schools where Queen's scholarships had been gained. A boy cannot, according to the broadsheet of the present year, be apprenticed where the attendance is less than 50, or a girl than 40. So again, by the Minute of 26 July 1858, the compulsory employment of certain probationers for two years, and of scheduled students for three years, in schools in the room of two pupil-teachers, will also diminish still further the present insufficient supply of certificated teachers. What may be our present condition and what our future prospects in this respect may be gathered from a statement put forth by no mean authority. In the general summary of the Report 1858–9 of the Committee of Council on Education (p. xxx) signed by the President and Vice-president, occurs this important passage:—

"If 3,000,000 children ought at this time to be found in schools "of the same class as those under inspection—and this number "approximates, probably, to the true one, after deducting, on "the one hand, the proportion of the middle and upper classes, and "on the other hand, allowing for the growth of population since "1851,—and if one certificated teacher be allowed for every 100 "children there is occupation for 30,000 such teachers, supposing

" none other be employed. At present the number of certificated " teachers employed in schools under inspection is about 6,000, " and we are nearly in a position to augment this body at the rate " of 1,500 per annum, having now almost 3,000 students in " training, of whom half may be sent out in each year as teachers, " and in place of whom an equal number of Queen's scholars are " ready to be admitted. At this rate, we should make up the " number of 30,000 certificated teachers in 16 years from this " present time, if we had no losses to account for."

We have, then, upon the highest official record, that England must tarry in her educational progress for 16 years until she can be supplied with a sufficient staff of certificated teachers; and we, therefore, have upon the highest official record, that the tax-payers of England must wait 16 years until they can all obtain their proper and fair quota from the educational grant, towards which they have already for 13 long years uncomplainingly contributed, and, in numberless cases, have received nothing in return.

I have already stated (p. 419) that the ordinary allowance of pupil-teachers has been hitherto one to every thirty scholars in schools where Queen's scholarships had been gained. It has been customary to allow one to every forty scholars in schools where Queen's scholarships had not been gained. A boy cannot, according to the broad sheet of the present year, be apprenticed where the attendance is less than 50, or a girl than 40. The operation of this change will be mischievous in every shape and way, and will tell with peculiar severity on rural schools. The average annual attendance in rural schools, even where the population reaches a thousand, will not exactly touch fifty, unless the school is mixed; and, except in cases of necessity, mixed schools are on many accounts not desirable. All rural parishes of a population of a thousand and under, where there are schools for both sexes, are, therefore, for the time to come debarred of the power of having pupil-teachers; and all parishes of 600 and under can never obtain pupil-teachers, whether the school be mixed or not. The evil does not end here. Certificated teachers prefer schools where pupil-teachers are employed, as being more manageable, and also for the gratuity of 5*l.* at least, given by the Committee of Council for the instruction of the pupil-teachers. The managers must, therefore, pay the additional 5*l.* to compensate for the loss, and even then they will not come into the market with the same advantages as the more populous districts. It is also clear that there must be a serious diminution of pupil-teachers, and consequently of certificated teachers, by reason of this change in all schools, let the number of children be what it may. This diminution will be still further swollen by the effect of the minute of 26th July 1858. We are informed that 1,500 *annually* leave our colleges as certificated teachers. Assume that under this minute a moiety *for the two years* of their probation pass their time either in rural schools as principal teachers, or as assistant teachers in non-rural schools; each assistant-teacher displacing two pupil-teachers. We shall thus have 750 certificated teachers ever engaged where pupil-teachers cannot be apprenticed; and we shall

also have 750 certificated teachers ever resident in schools where they are displacing 1,500 pupil-teachers, who are imperatively needed for the purpose of supplying the training colleges with students. Such are the arrangements that the Committee of Council have made within the last two years, and at a time when they authoritatively state that, even with the present undiminished number of pupil-teachers, the supply will not meet the demand for 16 years to come!

An immediate and considerable addition to the present number of certificated teachers would, of course, afford the relief required. "For several years to come," the Committee of Council observe (p. xxxi.), "there would be no fear of an oversupply of teachers, "although the number of colleges were greatly augmented, because "the body of certificated teachers is still in process of formation, "and not of *maintenance at its proper number.*" But if *all* who are to be certificated must needs pass through a training college, a point which, looking to our present need, will not be universally conceded, then any large addition would scarcely be justifiable, since "the permanent provision for training ought not to exceed the "ultimate permanent demand for trained teachers." In the meanwhile, and until the number is complete, any special provision for enabling rural parishes to employ certificated teachers would only be enabling rural parishes to outbid non-rural parishes; and it must be at once admitted that the present evil would be greatly aggravated, in a political point of view, were rural parishes to take the precedence of populous districts, and were the few to be educated while the many were neglected.

Under circumstances of such difficulty as those mentioned above, the question of necessarily employing a certificated teacher in all cases irresistibly arises. In fact, it does appear somewhat like waste of power and waste of means to employ in an agricultural parish of small population a teacher whose examination has included searching and abstruse questions in grammar, English history, geography, algebra, and Euclid. If the Committee will abate somewhat of their intellectual requirements, the managers of country schools will be too pleased to accept a teacher of less pretensions. The examination passed by pupil-teachers in their fifth or even fourth year; of registered teachers; of teachers in unions rated to first-class of competency, is a sufficient guarantee of the possession of "sound if humble attainments," far in excess of what will be required of a teacher of the first class of a rural school. With a view of creating a class whose special mission it should be to take charge of rural schools, a special examination might be held in which candidates should be limited to those already enumerated, and each should be required to pass a strict and searching examination in the simple subjects that would be needed in the schools in which they are to be engaged.

The remedial measures, then, that I would respectfully venture to suggest, and which might be of a temporary character, would be as follows:—

I. The withdrawal of the restriction of the period mentioned in the Minute of 26th July 1858, during which the grant shall be given to the same teacher.

II. The withdrawal of that portion of the Minute of 20th August 1853, restraining teachers under 35 years of age from passing the examination for registration, and permitting all teachers of elementary national schools to be examined, who shall have held a school of this character for the space of three years, and shall have challenged inspection, and obtained a favourable report of Her Majesty's inspector.

With a view of not overrunning the demand, a certain number only might annually be admitted, and at the expiration of ten years, the rule might be withdrawn.

III. The employment of pupil-teachers who have passed their fourth or fifth examination, provided that they have attained the age of 18,* or of teachers of unions who are rated at first-class of competency.

The same limitation as to numbers, &c. might be insisted on as in case II.

In schools where registered teachers, or teachers enumerated in I., are employed, a pupil-teacher should be granted for every 25 children in average attendance.

In schools where teachers enumerated in II. and III. are employed, a yearly gratuity of 10*l.* might be given and the usual capitation grant.

In order to increase the teaching power, a small grant of 4*l.* or 5*l.* per annum might be made to stipendiary monitors under certain conditions of age, character, and qualification, and in proportion to the number of scholars in attendance where there were no pupil-teachers.

In all cases the school might be defined as a rural school not containing more than 750 square feet of superficial area in its school-rooms and class-rooms, or which can be certified as not needing nor likely to be attended by more than 70 scholars.

I have thus attempted to bring under the consideration of your Grace and the Commissioners of Education, with whom you are associated, the particular extension and relaxation of the Minutes of education which appear to me most calculated to afford relief to rural parishes. Whether the remedy I suggest is the one best calculated to cure the evil is a question, but that some speedy and sufficient remedy must be found is no question at all. The leading educational organs of the country are now making their wants known in this matter by memorials that may not be disregarded without imperilling the whole educational grant. During the past year alone the National Society Committee, and the Diocesan or Archidiaconal Educational Boards of Cambridge, Huntingdon, Suffolk, Bristol, Brecon, Oxford, Coventry, Norfolk, and Exeter,

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* *Note.*—In a return presented to the House of Commons in Session 1855, there were 3,169 pupil teachers withdrawn from the public service, as against 1,825 admitted into training colleges. It is stated in the Summary of Minutes of 1858–9, that 87·32 successfully completed their apprenticeship, whilst only 76·02 became candidates for Queen's scholarships. Many ex-pupil-teachers give up all thoughts of following their profession at the end of apprenticeship either through the straitened circumstances of their parents, or through failure in securing Queen's scholarships, or through fear of the labour and restraint of college life, who might be induced to accept village schools with a moderate stipend.

have, within my personal knowledge, either memorialized the Committee of Council on the subject of rural schools, or had the subject under consideration. They demand an alteration of the Minutes. They contend that there can be no practical difference between the injustice of the terms of a grant that by name excludes rural parishes, or of a grant that prescribes conditions that cannot be accepted. They contend that it is a political wrong to appropriate the taxes, taken from the nation generally, to the education of the manufacturing classes and populous parishes, to the exclusion of the poor dependent on the landed interest. There have been no noisy demonstrations, such as would have occurred had a like injustice been perpetrated on the towns, but the movement is notwithstanding not the less important, and its ultimate effect on Parliament will not be the less influential and decisive. The Committee of Council have won for themselves the confidence of the nation by the wisdom of their measures and the acknowledged amelioration of the schools placed under their care. It is to be hoped that they will not weaken or destroy that confidence by tempting an adverse vote of the legislature, but that they will now yield to claims that are based on justice, and that are in accordance with the first principles of political economy, and at the foundation of the social and moral well-being of the kingdom at large.

I have the honour to be,
My Lord Duke and Gentlemen,
Your most obedient servant,
NASH STEPHENSON.

His Grace the Duke of Newcastle, K.G.,
&c., &c., &c.,
President of the Education Commission
for England.

APPENDIX A.

MEMORIAL to the LORDS of the COMMITTEE on EDUCATION of HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL, from the GENERAL COMMITTEE of the CHURCH EXTENSION SOCIETY and EDUCATIONAL BOARD for the ARCHDEACONRY of COVENTRY.

MY LORDS,

I. THE General Committee of the Church Extension Society and Educational Board for the Archdeaconry of Coventry, are of opinion that the present system of national education, as carried out by the Committee of Council on Education, has proved itself eminently worthy of support and extension, by the acknowledged amelioration of the schools throughout the country placed under inspection, and by the strict principles of impartiality and equity by which the grants have been apportioned.

II. But the Committee, having under consideration the facts that at this time there should be on the books of our elementary schools upwards of 3,000,000 children, and that there are on the books 2,046,848 children; and that there are only 5,166 certificated teachers (or, in other words, one such teacher to 396 children on the books), are of opinion that, for the just development of the present system, and the wants of the poor, there is required an immediate and considerable increase of certificated teachers.

III. The Committee, basing their judgment on the facts that the average stipends of certificated masters are in excess of 90*l.*, and of mistresses in excess of 60*l.*, are of opinion that neither of these sums, even with the present proffered public aid, can be raised in small agricultural parishes; and that such parishes are virtually excluded from the benefit of all educational grants, and are proved to be so by statistics placed before the Committee. (See supra, pp. 413, 414.)

IV. With a view of remedying an evil so fraught with injurious results to the community at large, and so inequitable to the excluded portion of the tax-payers of the country, the Committee recommend a relaxation of the Minutes, so far as they relate to parishes or districts with a population of 600 and under (not being in boroughs or towns), and suggest in all such cases:—

A. That the teacher employed shall be certificated or registered, an ex-pupil-teacher, or a teacher of a parochial union school, with rating not below first-class of competency.

B. That the managers pay towards the stipend of the teacher a minimum salary of 23*l.*, which sum may be made up of voluntary contributions and school pence, in whatever proportions the managers may deem best.

In all such cases, when these conditions have been complied with, the Committee would recommend their Lordships to make the following grants and aids:—

1. A pupil-teacher for every 25 children in average attendance, in all cases where a certificated or registered teacher has been engaged.

2. A capitation grant of 9*s.* per head for all children, irrespective of the amount of their payments, who may have attended 176 days.

3. Double amount of certificate gratuity (in no case to exceed 20*l.*) to all certificated teachers, and a gratuity of 6*l.* 13*s.* 4*d.* to all registered teachers, teachers in unions, not rated below first class of competency, and to ex-pupil-teachers.

4. A grant of 6*l.* where the managers shall provide lodgings rent free.

5. A moiety of disbursements of school managers for fuel, repairs, apparatus, and books, provided that the amount claimed shall not in any year exceed 5*l.*

The Committee having had under their consideration the Minute of 26th July 1858, would point out to your Lordships that the employment of probationers for two years and of scheduled students for three years in schools, in the room of two pupil-teachers, has a tendency to diminish the number of pupil-teachers, and, by consequence, still further diminish the present inadequate number of certificated teachers.

The Committee are, lastly, of opinion that the stipend offered by your Lordships to probationers and scheduled students in rural schools, under

the recent minute, will not be generally accepted, inasmuch as such stipend cannot be granted to the same teacher for more than two or three years; and the managers of such schools, being unable as at present to furnish the stipend needful for a certificated teacher, will not be willing to encounter the evils and annoyance attendant on a constant change of teachers, which will be necessitated by the employment of probationers or scheduled students.

We have the honour to be, my Lords,
Your Lordships' obedient servants,
In behalf of the Committee,
J. SANDFORD, Chairman.

Miss Elizabeth Twining.

To the Commissioners of Education.

I HAVE been for many years accustomed to visit and teach in the various kinds of schools for the middle, lower, and poorest classes of children, chiefly in London, and occasionally in the country. I now desire to answer the questions contained in the paper of the Commission to the best of my ability and experience.

I am,
Your obedient servant,
ELIZABETH TWINING.

13, Bedford Place, Russell Square,
July 18, 1859.

1. I visit in schools of all classes, from the lowest to the highest. I am now most frequently in the Clare Market ragged schools. the parochial and infant schools of St. Clement Danes, Strand. I also know some of the private schools, where from 3*d.* to 6*d.* a week is paid, and am able to compare the different systems and results. I also know the plans and effects of *middle-class* schools.

2. Is a question requiring much consideration and a long answer. No *one age* can be fixed for the attendance of children of the working classes at school, either in town or country. The superintendent of each school should endeavour to make the school and its teaching so popular, *useful*, and *pleasant* to the scholars that they will readily remain as long as possible. The boys and girls in parochial or national school usually remain till fourteen, because they require more instruction, and obtain generally good work on leaving. At the midsummer meeting of the parochial school of St. Clement Danes, twelve boys came for the reward given to those who have been a year in their first situation; all in excellent employment in the parish, except one, who is in a warehouse in the city. In this class of schools I believe the education is well adapted to the scholars, particularly to the *boys*. The teaching of the girls is not generally so successful, but is best where most care is bestowed on *domestic training*. In ragged

schools the children seldom remain in regular attendance after *ten* years; at that age they usually get some kind of light work for a part of the day. For this reason the EVENING *ragged school* is very necessary, and scholars return to it repeatedly whenever they have time or opportunity. If evening classes could be more frequent for young lads of the class *above* the very poor, they would be of great value, and undoubtedly well attended.

3. A good knowledge of the Gospels of the New Testament and some portions of the Old Testament, with some Psalms. Singing hymns and other pieces of simple poetry, writing, spelling, and the first rules of arithmetic. This for *all classes* of schools for the poor. To those of rather higher rank, as tradespeople and others, *drawing* is a very desirable addition to the education of many *boys*. *Music* should only be taught when decidedly advantageous to either boys or girls, after thirteen, and when a peculiar taste for it is shown. *Geography* is also necessary now.

4. (a.) *Sunday schools* are not yet in any sufficient number in most London parishes. From three to five in the afternoon they would generally be well attended.

(c.) *Industrial* and *domestic* training are most essential parts of education for *poor girls* especially,—too little taught or attended in many schools.

(d.) *Evening schools* should be established in large cities or towns, as much as possible under the superintendence of persons of *education voluntarily;* the effect of this intercourse between the upper classes and the young persons of the middle classes may be made extremely efficacious for good.

(e.) Lectures by voluntary teachers in any kind of schoolroom afford much pleasant instruction, and are almost sure to meet with willing audiences. Not yet nearly numerous enough, they form the best counter-attraction to the low theatres and places of amusement. Travellers who relate their experiences are generally listened to gladly.

(h.) Lending libraries,—*very acceptable* to the lower classes,—should be plentiful in every parish. The *principal*, or, indeed, *only books* accessible to the poor children otherwise are of bad character, more or less.

(g.) Not necessary, except by private individuals, as may chance.

(h.) This would probably be productive of much good in encouraging a good sound education. The *State* would gain more efficient servants in the humbler offices by this means,

5. Education should be free to the *very poorest* in the so-called *ragged schools*, but all who *can pay something* ought to do so, and *prefer generally* to do so.

II.—ACTUAL STATE OF EDUCATION.

6. The deficiency in the general teaching of schools arises from too much *routine*, a want of right discrimination between *necessary order and discipline* and a free and *simple manner* of *teaching* and behaviour. Several of the books used in schools are too difficult, and not sufficient *verbal explanation* is used by the teachers.

III.—Causes of Deficiency.

7. (a.) Still a want of schools under the care of well-educated persons; too many small private schools under inefficiently educated teachers.

(b.) In these private schools the teaching is often deficient, from various causes; one being a want of sufficiently spacious convenient schoolroom.

(c.) Parents *are generally* anxious for their children's education, but often very incapable of appreciating what is good for them except in a *general way*. They should be invited to annual meetings at the school, and otherwise be induced to be friendly with the teachers. This has been effected by "mothers' meetings" in the ragged schools.

(d.) The value of children's labour does often induce the parents to take them from school too young; they can often get work when the parents cannot.

(e.) Parents are becoming more and more particular about the punishments set to their children. Teachers should be extremely careful to punish for *real sinful faults only*, and, if possible, to explain the truth to the parents, who often hear only a *partial report* from the child; and thus form a wrong judgment, and take away the child from the school, to its great loss. It should be repeatedly clearly explained to the children that *punishment* is necessary for faults; that they come to be *taught good* and *cured* of *bad* ways. It is so *general* now for both children and parents to take any *punishment amiss*, that teachers should be very careful to prevent it. Parents are also generally quick at observing whether the children really advance in learning, and often take them away on finding they make so little progress in reading or writing.

(f.) Probably social arrangements do affect the regular attendance of the children of the poor; much allowance should be made for this.

IV.—Government Aid and Inspection.

9. I consider that the new system of Government inspection has been of much benefit. That it ensures a due combination of religious and secular teaching; that it encourages local subscriptions; and that it is good for schools of all classes of the poor to be occasionally inspected by authorized persons. Directly and indirectly it brings good influence; *indirectly* to the children, inducing feelings of loyalty and submission to high authority, and also a valuable conviction to them that the higher ranks, and even the Queen and her governing ministers, take an interest in their welfare. All that tends to bind all classes together is for good. It is very encouraging and useful to teachers to have regular inspections of their schools.

(a.) *Pauper schools* must be ranked amongst the DEFECTIVE,—certainly BELOW the *ragged schools*. Observe the difference in the time and the manner in which the children are enabled to gain their own maintenance. As before remarked, a ragged school scholar *boy* or *girl*, can seldom be retained in the school *regularly*

after *ten* or *eleven* years of age. They often gain good characters in their first place for diligence and willingness to work. This is proved by an extract from the annual report of the "Ragged "School Union:"—"The number rewarded with a prize for "keeping in place with good character for twelve months, ending "December 25, 1858, was *five hundred and sixty-eight.*" The age of these children varies from twelve to seventeen, but it often occurs that boys apply to their teacher for the form of application *before* they are actually *twelve* years. Pauper school children are unfit for any kind of service before *fourteen* generally; seldom can be placed out so soon; and *very frequently* return in a short time with a bad character, and become again a dull and useless inmate of the union. The *defect* must be in the system of teaching and training, for the children are not usually from so low a class as the ragged school children are. In by far the greater number of cases the *pauper scholar* has come to that low condition from accidental circumstances. These schools require *great improvement*, and ought surely to strive for it. Why should their scholars be *longer preparing to earn their own living* than the poor *ragged school children?* The causes might be easily ascertained,—a want of life and action; a want of external inspection and visitation of *voluntary* friends; a want of devoted zeal and love in the teachers; a want of family life and care. *All these causes* might be removed, and the *gain would be great.*

(b.) Reformatory schools are in a very superior condition, being lately established on new and suitable plans, arranged according to existing wants and circumstances. The teachers have to deal with difficult rebellious cases, but succeed well, understanding how to combine firmness of discipline and order with true love and kindness.

The children of paupers, criminals, or destitute orphans might be well provided for in the *pauper schools* of *unions* or *workhouses*, if such schools were duly organized and inspected, and kept in buildings entirely separate from the workhouse for older paupers.

10. For the present, I think the Government system of aid and inspection is useful in stimulating voluntary liberality. The system seems to require only some modification and improvement.

V.—Endowed Schools.

11. If *grammar schools* are meant in this clause, they are undoubtedly *extremely improved* during the last twenty years. Many which had sunk into a state of decay and inefficiency are now in a very prosperous, excellent condition. That of Colchester in Essex may be quoted as an example.

Suggestions.

12. (a) The maintenance of the system appears to be desirable.

(b) It might be further extended if done judiciously and discreetly, only by inspectors well fitted to the work.

(c) That a lady, whether wife, sister, or other relation of the inspector, be always permitted to inspect the school both in the *teaching* and *domestic* department at the same time with the inspector. That care should be taken not to overlook the industrial

teaching of the *girls*; that should be the chief object for those girls who are intended for *house servants* for the upper classes. In all the parochial schools where a certain number of the girls reside entirely in the school-house, the work of the house should afford a good opportunity to *all in turn* to be trained as useful servants in all departments, and especially in cooking food. In this domestic work *ladies* should inspect the schools and dwelling-house.

(f) I do not think a *rate* would be at all desirable for any reason.

(h) I have no doubt of the general desire of parents and children to acquire instruction. If schools are made *popular*, that is, *acceptable* to the *people* for whom they are intended, they will have abundant scholars. The *school* must be a happy place to the children, a kind of second home, where they are welcomed by the teachers. The parents must also be welcomed *at all times* if they have any communication to make about their children. A school door should be *always open* and *accessible*. Teachers should not consider their work to be limited to *school hours*, as much good may be done *out* of *school hours* as during the regular lessons. Wherever there is a court or any space used as a *play ground* by the children, it affords the best possible resource both for the children and teachers. Among the various kinds of schools I know and visit in London, there is only one infant school that has a paved playground. It is a very great, yet unavoidable, defect in London schools; yet it might be made better by judicious arrangements. The children might be allowed ten or fifteen minutes twice or thrice during the two or three hours of lessons for *quiet exercise*, although not for noisy play. All schools might take advice from the *three latest* systems of school-keeping, the *infant*, the *ragged*, and the *reformatory*. In the first, the young children learn much by manual exercises and marching in order. In the second, the teachers are careful not to *weary* their wild restless scholars; never keep them too long at one subject; bring them into order and cheerfulness by *singing* several times during the hours of teaching. From the third schools all teachers may learn the value of *work* for the *hands* in *sufficient proportion* to *work* for the head.

13. By no means make school attendance COMPULSORY; but *all pastors of parishes, all visitors of the poor*, all among the upper classes who have any influence over the working or lower classes, should make it one of the chief subjects of conversation, and endeavour to lead all to perceive the *real* and *indispensable* advantage of sending children to such schools as are suitable. I do not think it advisable to have schools under the direct or sole control of the State. I consider the duty of the State is to *aid* and *inspect* and encourage *subjects* to do *their duty efficiently*. Free schools under Government seem to be only advisable for those children directly connected with those who have served the Government or country in *army* or *navy*.

In regard to the difficulties arising from *differences* of *religious belief*, I consider that in this Christian land the *Holy Scriptures* must be taught in all schools as the foundation of everything, as that which has the power of influencing the mind and life of *all*, even the *poorest child*, and without which no instruction can avail.

I believe that the catechism of the Church of England might also be taught in all schools for the poor with very few exceptions. Where *dissenters* are numerous, and object to the catechism after being told that it is to be taught in the school, there is most probably a *dissenting school* where they can attend. I believe in the poorer classes in towns these objections *seldom arise.* I have also known instances in villages where some of the children of dissenters preferred the Church school, although there was a dissenting school in the village. If clergymen and teachers *deal gently* with *dissenting difficulties*, they in most cases vanish away. If otherwise, and dissenters are numerous, let them have a school under their own care and rules.

VII.—Teachers and Training Colleges.

14. The qualifications of teachers in the private or dames' schools cannot be equal to those of TRAINED *teachers*, and in many instances their powers are very unequal to the duties belonging to teaching.

15. The training and education given in normal schools and colleges has been very efficacious, and in many important points well adapted to the purpose. It appears in a few subjects to set too high a standard of learning, in the *women teachers* more particularly. Many of them must of necessity go forth into remote villages where they will find the children quite incapable of advancing beyond simple learning. Care should be taken not to injure the health of young women by too much pressure of study, which may lessen their general energy of body and mind for the whole work of care and training of children. It must be kept strictly in mind that the *time for instruction* to the poor is at the most *limited* to a *few years;* that in general the scholars are obliged to leave school at *fourteen* years of age, if not earlier At the period of life when the children of the upper ranks are only just beginning to learn much, the *poor* are obliged to leave off. Therefore we must be careful neither to lose the short time for *necessary instruction*, nor to overburden their minds and memories with what they cannot understand nor make use of in after-life. I have known some trained teachers who have gone into small towns or villages uncomfortable from want of associates equal to them in education. They should all be duly prepared to be contented and satisfied with their *great work* of educating children, and to *perceive* that even though they cannot teach them *difficult things*, or bring them forward as they would wish, that they have the power of *training them in the right way*, and teaching them all that is necessary for their happiness in this world and in the next. What is called *book-learning* should not supersede other and necessary instruction to poor children. Needlework should always be well taught. The *chief cause* of *poverty* and *rags* in Ireland is, that *the women cannot sew.*

16. The system of pupil-teachers is doing well wherever the school in all its arrangements is duly visited and superintended by the clergy and others who belong to it. But it is a responsibility to entrust wholly to teachers.

17. As a *rule* it appears better that teachers should be paid by

a regular stipend, as is usual in towns and cities. In village schools, where the *pence* of the children form part of the teacher's salary, much trouble arises from the occasional variation and deficiency. It is sometimes advisable to combine the two plans so far as the privilege of having some extra older pupils in the evening. In villages where there are no other persons capable of teaching in an evening school, this system succeeds well.

VIII.—Results.

18. Much *intellectual result* has doubtless arisen from the numerous schools which have been at work during the last thirty or forty years. In the *moral* condition of the *poor*, even of children, there is still great improvement needed. *Rules and regulations* have done their part—they have laid a *foundation;* now *personal* efforts are necessary to carry out all plans to their most complete effective result. For this good result, devoted attention on the part of the paid teachers and friendly assistance and co-operation from voluntary visitors are essential. Observe the happy effect of this "communion of labour" in *evening ragged schools* for boys or girls. In the former, young lads and boys attend after a hard day's work, and will obey the *rules* for *behaviour* and teaching, and moreover sit quietly to listen to a simple lecture given by some friend of their humble school for more than an hour. Each National school might easily adopt this system of keeping up a good influence over boys who have left day-school attendance for work. The usual hour for closing shops is now seven. If *good and safe places* are not opened where they can spend the evening, it is not surprising if they are enticed *into bad places.* There are still needed *more Sunday schools* by voluntary teachers, *more evening week schools* for boys and lads, *more parents' meetings* in all schools, *more savings' penny banks* in schools, *more lending libraries* in schools, *more clothing clubs* in schools, *more gatherings of old scholars, more correspondence with* old scholars, *more evening classes for adults, more reading rooms for adults.* A very strong impediment to the moral and intellectual improvement of the poor is the crowded, dirty, miserable rooms in which families are obliged to live. There is no place of resort always accessible to them except the *public-house.* How many spacious comfortable schoolrooms are shut up and useless after five in the afternoon? During the winter season these might be used most profitably for instructive pleasant meetings of parents and children. In every parish a few friends would be found to superintend, and they will be rewarded for any trouble by the ready and grateful attention of their audience. All experiments of this kind prove successful and encouraging; let them be multiplied abundantly.

Miss Louisa Twining.

13, Bedford Place, London, 1859.

The remarks which I wish to make have reference entirely to Section IV., Question 9, my attention having been directed to

pauper schools, and their results, during some years, especially as regards the *girls*.

I believe most of my observations are borne out by the inspectors of poor law schools, and the spirit of improvement is no doubt advancing in a right direction, particularly as to *industrial education*, which is made a prominent feature in the *district pauper schools*; yet in none of the *workhouse* schools that I have visited is this sufficiently attended to, nor can it be, as long as they are under the same roof as the adults, and practical work can only be taught by communication with them. Yet for these children, both boys and girls, intellectual education alone is nearly useless. Persons who have not had to do with this class would be surprised to find how soon it is all forgotten, and how little real hold it has taken of their minds.

Inquire into the history of the girls and women to be found in the adult wards of workhouses, and they will be found to have been, generally speaking, brought up in pauper schools, the effects of which, also generally speaking, I believe to be fatal to girls, the larger proportion of whom are orphans, and *most* of those who are not without family ties are subject to the worst and most debasing influences from their parents.

From herding together masses, or even any number of these children without family affections or any attempt at their cultivation, I should expect only the worst and most unnatural results.

The following remedies have occurred to me as likely in some measure to lessen these evils, and I therefore mention them here.

1st. The appointment of a superior class of persons over schools of this description, both district and workhouse.

I know instances of the most ordinary and vulgar persons being placed as master and matron over these establishments; *under them* are the *teachers*, master and mistress, between whom and their *superiors*, so called, a constant collision goes on, to the manifest injury of all under their care. Or the collision may be produced by other causes, occasioned, I cannot but think, from the undue importance given to the intellectual education of this class of children.

The teachers are, of course, anxious to promote it as much as possible, in order to make a good show at the inspector's visits, while the matron is more desirous to promote the industrial education of the children, in order to fit them for service; but every hour that is not devoted to book learning is grudged. Last year I visited a small union in one of our midland counties, and found in the school a bright, intelligent mistress teaching both boys and girls together. I was perfectly amazed at hearing the wonderful amount of learning displayed, pages of geography, heights of mountains, length of rivers, and in history, dates and facts without end. Considering that the children were from the lowest class in an agricultural district, and would go out as ploughboys and the girls as maids-of-all-work, it struck me as somewhat extraordinary, but I could, of course, obtain no information as to the *results* in the after-lives of these children. This year I visited the same union, and found a new matron, who had come fresh to the work from a very superior post, with all the kindly and healthy influences of a superintendent of a girls' industrial school, where cooking,

&c. was specially taught, and from her I learnt the following facts. But finding the school very empty I first asked the young schoolmistress what had become of the children, and I found that some were learning housework, but many had gone out with their parents to get summer employment. I inquired in what state she found them return to her after this summer absence? The answer was, "they have forgotten everything! some can barely read and write;" and as to all the superficial learning of dates and rivers, that of course is the first to vanish from the memory.

And yet this was *all* that had been taught. In the scullery was a girl trying to wash up some tea-things, totally ignorant of how to set about it, and the matron assured us she had to teach them everything, as they had no more knowledge of household work than babies. A totally different spirit would soon be introduced, but at what risk? This small workhouse illustrated another evil I have alluded to; these girls were taught household work necessarily in communication with the adults, and learnt the care and management of babies in company with their unmarried mothers, and it was impossible to avoid it, if the girls ever went beyond the limits of their school. I cannot imagine a more fatal risk than for these girls, just going out into the liberty of the world (friendless and without protection), to see constantly before them these women with their babies; the workhouse seems their recognized home; they have (mostly) nothing to do but to sit and nurse their babies by a good fire and gossip with each other. There is no pretence at its being a place of penance or hardship, no one reproves them or endeavours to make them see their sin; why should not these girls go and do likewise? and so of course they do, and a constant supply is kept up. In another workhouse I have seen a separate building for the schools, but actually the nursery for these women and children was placed with it; I suppose the guardians thought they were *classifying* by putting all the children together.

Why should the master and matron be husband and wife? In a country pauper school a *man* is, of course, wanted to teach farming to the boys, an excellent and most desirable plan; but why must he be the matron's husband? why not appoint a good matron to be head of the whole, as a woman would be fitly placed over an establishment for children alone? She should be in every way superior to the teachers, and let there be a farming man to teach the boys, just as there is a tailor and a shoemaker.

Another practice I cannot refrain from alluding to, is the supposed economical one of employing pauper nurses supplied from the workhouses for these schools; and a most fatal error is that of mixing up children admitted for very short periods with the more permanent ones; such a practice should not be tolerated. In the large district schools it is endeavoured to obviate this evil, but even there it is not completely done, the orphans and permanent children being in no case entirely separate from those who stay only a few months.

In workhouse schools it is not attempted, and bitter are the complaints I hear from schoolmasters and mistresses on this point. The children of tramps or of anyone entering the house are placed

in the school, and bring in with them evil enough to undo all the good that the teachers have been labouring to instil into their scholars; schoolmistresses who have the confidence of their scholars learn a good deal of this instruction that is imparted, and shudder to find the depravity of it; or what is perhaps as bad, these children with parents *must* go out with them whenever they leave the house, and it must be remembered that there is no possible power to prevent these mothers or fathers taking their discharge,—going out perhaps for a day or two, it may be on pretence of seeking for work, or more possibly to attend a neighbouring fair. I have been told the kind of stories these children then bring back with them.

A good schoolmistress was asked why she seemed so depressed and spiritless about her work in a workhouse school? and she said it was because she felt she was training up the girls for a life of vice and depravity; it was impossible under existing circumstances that it should be otherwise: one after another went out to carry on the lessons she had learnt from the adults, and she returned like them, ruined and degraded, to be a life-long pauper.

All the best teachers feel this, and lose spirit for their work. In a boys' school it was the same; they could learn no industrial training without being with the adults, and the consequence was that their last three months of "finishing" in the house completed their degradation and ruin.

With training schools wanted urgently for boys for the army and navy, for labour of all kinds in the colonies, where they would be gladly received at 16, and for girls as servants, equally at home and abroad, why should there be all this sad waste of material, and a race educated to fill our workhouses? for as long as our workhouses are what they are, and seem to be intended to be by those who theorise about them, places of degradation, it must be fatal to bring up children in them, daily seeing, if not associating with all those classes who make it their home. How naturally must the idea be planted in their minds that they may, and probably will, do the same. From being brought up there, and knowing no other home, they really get, as they say, "to love the workhouse "walls," and return there on the slightest pretence. Could workhouses be considered, and in time become, institutions for the relief of that misfortune which must ever be found more or less largely in the lower classes of any country like ours,—as hospitals for the sick who cannot be received into those which are voluntarily supported; as penitentiaries for those whom no other asylums can or will admit,—as homes for the aged who have no relations to support them, and for the orphan children who must be provided for,—*and* if all these classes could be separated and *really* classified, there would not be the same need for the separation of the schools; but every one must know how all this differs from existing circumstances, and how fatal a school is, therefore, the workhouse for children.

The *result* of all this is a constant supply of girls above the age of 16 to the adult wards, intellectual knowledge having done little to keep them from a return to the workhouse.

Not only are superior persons required for this work of super-

intending the whole education (comprising as it does the moral and spiritual as well as the intellectual culture) of this class, but I am convinced that *women* should have a greater share in it. No board of guardians, and no officials, can be expected to manage girls' schools as they ought to be managed, neither can male inspectors *alone* inspect them. Results would be far different if the influence of women of feeling and education were largely introduced. There should be no school without lady inspectors (and, strange as it may seem, none are even appointed for the *needlework* or the domestic arrangements), and constant lady visitors, who would cultivate the affections of the children and help to counteract the fatal effects of life in an institution and in a mass, for girls.

2ndly. Education in the schools, however conducted, will be in a great measure thrown away upon this class, unless a certain amount of protection is extended to the girls after they leave them. The same body of visitors who had begun the work in the school would carry it on afterwards, and they alone can do it with success. Those who cannot do it by personal visits on account of the distance to which the girls are sent, might at least endeavour to keep up an interest in them by allowing them to write, and in the case of the orphans receiving visits from them, and by holding out encouragements and rewards. I would not in any way underrate the value of the paid services of teachers or inspectors; many perform their duties most conscientiously; all I ask for is the assistance and encouragement which I believe they would appreciate and most gladly welcome.

I would here suggest the ample field that is offered to this class of children by emigration. Well-trained girls (and boys also) of 16 would be gladly received, and would be saved from all possibility of becoming future paupers. This would also do away with the objection that is sometimes made against raising these children into competition with those of the honest and hard working labourer at home.

I may seem to limit my observations to the *girls*, but it is because I feel that their wrongs (if I may so express it), and at any rate their dangers and temptations, are tenfold those of the boys. Indeed, when we consider what the laws of nature and Providence are, with regard to the family and the home as the training place for all children, but especially for girls, and how dependent their whole moral nature is upon the right cultivation of their affections, it is far from surprising to me that the results are what we find them to be, in the total perversion of these blighted and ignored affections.

This work of supervision may, perhaps, be considered a supplementary measure, and may not come within the scope of these questions, but without some such plan the previous care will be to a great degree thrown away, as anyone acquainted with the condition and temptations of friendless girls will own.

It is my firm belief that nothing but an infusion of *voluntary* labour and interest into this portion of educational work will ever make it completely successful. Whether this object will be best attained by gradually working upon public opinion (and there are

encouraging proofs that it is taking this direction), or by some official recommendation or order to this effect, is a point which I hope will be considered. It is meantime much to be regretted, that just where improvement of this kind is most needed it is the most decidedly either ignored or rejected.

The farm school at Quatt in Shropshire, and the Norwich homes for pauper children, both prove what may be done in separate establishments. The smaller the numbers and the more home-like they can be made, the better will be the results, and the greater the saving of ultimate though not of present expense. I am inclined to think that so great are the advantages of an admixture of voluntary interest with official management, that it appears to me the most successful plan of all would be the establishment of schools or homes for destitute children, such as those suggested by Mr. Adderley's Act, to which guardians would be empowered to send pauper children and pay for their maintenance. Boards of guardians alone cannot manage schools, and I think there can be no doubt that the success of reformatory schools is owing to the totally different system on which they are founded. Though smaller numbers would in one way be more expensive, yet by these homes being carried on in old houses, the enormous cost of erecting district schools would be avoided.

I most earnestly wish that greater practical efficiency could be given to that most necessary recommendation, that the children of persons receiving out door relief should be at school *somewhere*. At present, it is found to be very difficult to avoid deception on this point, even when the guardians profess to inquire at all into the matter; but it is a monstrous abuse that we should be supporting thousands of children by the poor-rates who are living in the streets, and training to be thieves and vagabonds.

I may mention, in conclusion, that lady visitors and inspectors should act under the guardians or poor-law inspectors, and should, on all points connected with the girls' schools, send in their reports to them; there would thus be that communion of labour which alone can procure successful results.

LOUISA TWINING.

The Hon and Rev. Samuel Waldegrave, M.A., Rector of Barford St. Martin, and Canon Residentiary of Salisbury Cathedral.

Barford St. Martin, near Salisbury,
SIR, December 14, 1859.

I AM glad to avail myself of the opportunity the Commissioners of Education have given me (by forwarding to me their printed questions) of testifying to the value of the present system of Government aid as administered by the Committee of Council on Education. I do not think that I can do better than briefly state how that system has worked in my own parish.

That parish, named Barford St. Martin, in the county of Wilts and diocese of Sarum, contains about 600 inhabitants. Beside my

own family, there is no person resident in the place above the rank of a yeoman, though a considerable proprietor resides in the adjoining parish. Farmers and the labourers employed by them, with their families, constitute the bulk of the population. During my incumbency, which commenced in 1844, the wages of day-labourers have rarely exceeded 10*s.*; they have been generally as low as 9*s.* or even 8*s.* per week. The extra pay obtained at harvest, and piece-work, raise the average, of course; still the population is a poor population.

When I came to the parish I found that the whole secular education of the poor was in the hands of a most worthy dame, who had then completed her twenty-first year in the office of National schoolmistress, to which she had been promoted from a small dame school of her own. She still lives and assists in our new school, but she will, I trust, this coming year receive her well-earned pension from Government, the school having been seven years under inspection. She was assisted by a young person equally amiable and equally untrained with herself. You can well understand that this staff produced but little more than good moral results, coupled with the merest elements of reading, writing, and arithmetic. The building in which the work was carried on was a kind of double mud cottage, standing in an orchard and abutting on the high road.

The efforts we made to improve the education of the children were cordially seconded by the teacher herself and her assistants, but the only result was that whatever additional instruction was communicated was given directly by Mrs. Waldegrave herself, the teachers being unable to do so. The children paid from the beginning and still do pay 2*d.* per head per week, with a diminution for infants (that is, children between 1½ and 6,) and for numbers in one family.

In 1853 we invited Her Majesty's inspector, the Rev. W. Warburton, to visit our school. The children hailed his visit with delight, and from that day to this the annual return of the inspector has been welcomed by all parties.

In 1854 we resolved to replace the very insufficient buildings by a new school-house, with residence attached. The plan enlarged on our hands as we proceeded, but the result was the erection of a school-house, containing infants' room, elder children's room, a class-room to each, lavatory, lobbies, and offices, with an excellent residence attached, the orchard being given as site and turned into a dry well-steyned playground. Landlords and my own private friends gave liberal aid, but the most important point affecting your inquiry was the liberality of the farmers, tradesmen, and labourers. The Minute by which Government undertakes, within certain limits, to double local contributions was passed during the progress of our work. The Committee of Council gave us the benefit of it. Directly it was announced in the parish that they had granted the point, and that every penny would be doubled, there was quite an emulation to give, so much so, that little less than 150*l.* were contributed by the classes named above, at least 30*l.* coming from the labourers, and more than 3*l.* from the very children of the school. 588*l.* in all were raised in the parish and

among the landowners. The whole cost of the building was 1,645*l.* The Committee of Council were strict in their requirements, but I am now glad that they were so, as it compelled us to do the work much better than otherwise we should.

The parishioners have, since the completion of the buildings, subscribed annually to the amount of about 41*l.*, collections at church have varied from 8*l.* to 20*l.* annually, special donations have seldom fallen short of 10*l.*, while capitation grant has varied from 9*l.* to 14*l.* The children's pence have been about 37*l.* We have thus been able to pay in salaries at least 80*l.* per annum, besides paying monitors. The Committee of Council have allowed us the additional aid of two and three pupil-teachers. "Their Lordships" have in this matter been strict overseers; they have compelled us to change our masters (for on opening our new buildings we made the worthy dame named above our infants' teacher), until we have now an experienced and certificated and thoroughly efficient man with his wife, also trained.

The result is a general raising of the standard of education in the parish, which is gradually being more and more appreciated by the parents. So much so that we are now beginning to retain under our care boys and girls whom their parents, of the tradesman class, would in former days have sent to "boarding schools," in which they would have paid more and learnt less.

I ought to add that the institution of a committee, in which laymen assist in the management of the school, is, in my judgment, a great benefit. It diffuses the interest in the education of the poor more widely over the parish, and exercises a wholesome control over all parties concerned. It must be the clergyman's fault if he has not all the weight that is due to his position and attainments.

There is one more point in which Government has rendered valuable aid. It is in respect of our night school. For many years we have had a night school. We began by requiring no payment. We now ask 2*d.* per head for four nights' schooling, that is, for one night-school week. Government grant us 5*l.* and upwards, according to the receipts under this head. This has enabled us to pay an assistant, who, with the schoolmaster, myself and my curate alternately, and one other paid teacher, carries on the school. It lasts from early in October till early in March, and is very much valued by the parents and by many of the children. The subjects taught are reading, writing, arithmetic, a little geography, and a little history. This is not much, but it is something if what has been acquired in the day school is not absolutely lost.

This account of the education of the parish would not be complete were I not to add that we have Sunday schools, in which we are supported by the personal help of tradesmen and farmers, and their wives and daughters, as well as two or three excellent people of the labouring class. The lads stay with us till 16 and more, the girls till a higher age still. The day, night, and Sunday schools work admirably into each other's hands.

We have had in the night school since October last an attendance of at least 30 lads and men; the day school has been thin, not averaging since harvest more than 90 children of both sexes

and all ages, but we have in years past had an average attendance of 110, and of this I am certain, that every child in the parish who ought to be on our books is there. We built for 150 children, and we have 144 on our register.

And this leads me to notice a very salutary result of the Government aid. A very small body of nonconformists in the parish had, about 1847, set up a day school, to the real detriment of the children who went to it; limited as was the instruction we then gave, theirs was infinitely less. Directly the schools built in 1854 were opened, the possibility of competition came to an end, and with it the irritation occasioned by a most unreasonable schism, for the "conscientious scruples" of dissenters are most indulgently considered.

You will see, Sir, from what I have written, that my feeling toward the Committee of Council is most favourable. I should be very sorry to see any fundamental change introduced into their system of operations.

I may, however, observe that there are one or two points on which I think their course might be modified with advantage. One matter is that of the ground plans of schools. They were, at least when I negotiated with them, not expansive enough in their ideas. They refused to take into consideration any other purposes to which the building might be applied. Lectures are, I consider, a very important educational appliance. "We do not build lecture rooms" was the good-natured remark made to me when I pointed out that a very thick sliding partition between the two large rooms would answer all the ends of a brick-wall, and leave me the power of throwing the whole into one for such a purpose. By perseverance I carried my point, but the warfare might have been spared, as well as the mortification to the architect, whose plans were not "sealed," a distinction which he eagerly coveted, even though the building promised to be and now confessedly is one of the best in this part of England.

The other point to which the Committee of Council will, I hope, direct their attention is night schools. They have extended to them the benefit of the capitation grant, and this is a great boon. But I think they must devise methods to do more. For at the present low rate of wages we cannot keep our boys in the day school for a moment after they can earn anything. And yet in a parish like this to get any competent teachers beside the minister and master is next to impossible; my "assistant" is my gardener, an excellent man and very steady in his teaching, but wholly untrained. Could not a boy pupil-teacher be allowed for such a night school? He could work in the day school in the afternoon, and set the master free to take his place in the night school, himself assisting there also.

You will pardon me, Sir, for not having followed the order prescribed in the questions you have, by direction of the Commissioners, forwarded to me. It may, I trust, be acceptable to them to have the working of the Government plan, as at present existing, thus practically laid before them. I shall be glad to answer any questions that may occur on perusing my narrative, and to supply any defects.

I will now, in conclusion, just take up one or two points which have not been included in my previous remarks.

4. (a) Sunday schools I think to be most valuable aids to popular education, if made *interesting* by competent teachers. I have had for many years a catechetical service in the school-rooms, from two to three every Sunday afternoon. I believe that minister, teachers, parents, and children all enjoy it. Of course the spiritual benefit is my principal aim; but I cannot fail to see that the exercise tells materially on the mental vigour and elasticity of my children. It also does more than anything else to engage their affections on the side of the school. Of course I do not confine myself to the Catechism; Scripture lessons, missionary subjects, the seasons of the ecclesiastical year, all take their turn. The moral effect of the Sunday school is remarkable among the females; female morality is protected and preserved by the influence the Sunday school gives to the minister's wife.

5. The poor do not value gratuitous education. My night school is much more fully, much more regularly, much more profitably attended since I made the pupils pay. Two weeks ago I closed the school for two nights, as a punishment for noise in the street against orders; the punishment was severely felt, and the evil was cured. The poor will pay for a *good* education.

10. This question is answered by the facts I have stated above. I have, however, to add that I have met with no conscientious objectors myself. The few dissenters that are in the parish gladly avail themselves of all the aid afforded by Government.

11. The only endowed school I know of—I mean for the children of the labouring poor—is in the hands of a worthy and a talented man, but there is danger lest the security of his endowment should be a damper to his zeal. Such superintendence as is implied in Government inspection might neutralize this tendency. But inspection is not likely to be invited so long as Government withholds a material portion of its aid from schools with very small endowments. Those small endowments should be treated, I think, as annual subscriptions in the matter of augmentation to teachers.

15. I cannot but think that the moral and personally religious element should be more guarded than it is in our training institutions. Great self-command, great self-denial is required of the heads of those institutions, if they would keep that element in its proper place, when they know that the examination will turn mainly upon the intellectual progress their pupils will exhibit upon paper. It is easier to hit a blot than to point out the remedy; but thus much may be said, that the evil would be aggravated were education placed under direct State control, or were it placed under the system of local rates. The moral and religious element is supplied by the clergy; trained teachers need this *morale* to keep them from dissatisfaction. Industrial training should, I think, form part of the instruction to pupil-teachers and Queen's scholars. In females especially it tends to "keep them in their place," an object desirable not less for their own comfort than for that of their future employers.

16. I think highly of the pupil-teacher system; it has certainly

been a great benefit to my school. It will, I trust, prove an advantage to the young people themselves in after-life. I find that pupil-teacherships are regarded by the parents and children as *the* prizes of the schools; and I have had girls staying on in hopes of attaining them here, or being drafted off to other schools.

I have, I think, now taken up all the points on which it is at all likely that any observations of mine may be of service. I conclude by apologizing for the unpremeditated length of my remarks, and by recording the conviction of my mind, which has, I trust, been apparent throughout, that religious and moral training, or, in other words, sound scriptural teaching, is indispensable to all really salutary instruction. Putting out of view the interests of eternity, which as a minister of the gospel it is impossible for me actually to do, I feel, and I am sure that the Commissioners will approve of what I say, that it is impossible for a child to learn "to labour truly, and do his duty in that "station of life to which it shall please God to call him," unless he be versed, so far as man can accomplish that end, in those rules for Christian conduct and those motives for a Christian life which the Scriptures so abundantly supply by doctrine, precept, and example.

I am, Sir,
Your obedient servant,
SAMUEL WALDEGRAVE,
Rector of Barford St. Martin,
and Canon Residentiary of Salisbury Cathedral.

F. Stephen, Esq.

Rev. C. B. Wollaston, M.A., Vicar of Felpham, Bognor, Sussex, and Diocesan Inspector of Schools.

PRELIMINARY.

1. I WAS formerly curate of All Souls, St. Marylebone, and inspector and examiner of the schools in that populous district. I have since been, for five years, diocesan inspector of schools in the diocese of Chichester, for the rural deaneries of West Itchenor, South Bersted, and part of Boxgrove. I am also one of the examiners of the schools in the city of Chichester. My experience, therefore, applies to both town and agricultural populations.

1.—STANDARD OF EDUCATION.

2. I think it most "desirable" that children of both sexes should continue at the National school till the age of at least 13 years; at evening and Sunday schools till after confirmation; at adult schools indefinitely; evening and adult schools only for males. I do not find this "practicable." The "parents' means" will not support their children, the boys especially, at school beyond 11½ years, *i.e.*, beyond the age at which they are found to

be useful in the stable or the field. In towns, children may be kept at school, perhaps, half a year longer. I find the average age of first class higher in towns than in the country schools.

3. Children remaining at school up to the age of 13 years can obtain an amount of education, religious and secular, quite sufficient to fit them for their future occupations. They will be able to read and write well, to cast up accounts accurately, and make out bills. I shall be very sorry to see music and drawing introduced into our country schools generally. Boys may be taught land-measuring and mapping ground. There is a tendency now to push the education in agricultural parishes (especially in the schools under trained masters and mistresses) too far.

4. Great advantage, I am of opinion, is to be obtained by prolonging the period of instruction for both sexes, by means of—

(a) Sunday schools.

(b) I am not able to state my opinion confidently upon this point, but practically, I should think, it would not be found to answer.

(c.) Much advantage, I am of opinion, will be found to result from careful industrial and domestic training.

(d. & e.) The *greatest* from evening schools made attractive by popular, instructive, and amusing lectures.

(f) Free lending libraries an advantage.

(g) I think that prizes may be awarded on any special occasion of inspection; the inspector being requested to name a certain number in each class. There is a prize scheme in the diocese of Worcester, where a number of schools may compete for the same prize, which, I am told, answers well.

(h) The distribution of State appointments would, *if they were numerous*, be an inducement to children to remain longer at school.

5. I am of opinion that education should not be supplied to our poor gratuitously. I have found the payments for children vary very considerably, from 1*d.* up to 6*d.* a week. I have endeavoured to establish a uniform payment throughout my district of inspection; 1*d.* a week for each child, with an additional 1*d.* when they write and cipher; *good* writing books, slates, &c., being found them. I have in a great measure succeeded.

II.—Actual State of Education.

6. The education of children of both sexes certainly does not come up to the standard which I think desirable in agricultural parishes. In towns I think it does. I cannot do better, in answering this question, than quote the answer which I gave to my bishop in my last report: "The *reading* in most schools is good. "The *Church Catechism* I find generally fairly repeated by the "higher classes only. *Scripture knowledge* is not accurate. The "*writing* is good, on slates particularly so. *Arithmetic* is still *very* "*low* compared with town schools; but it is improving. I have "directed more attention to be paid to this branch of instruction. "Very little *history* or *geography* is required of this class of "children, and very little is known," &c.

III.—Causes of Deficiency (if any)

7. The deficiency is not attributable to—

(a) Want of schools, nor from deficiency of funds for their support, as at present conducted. I have not found the parish school, except in very few cases, pressing heavily upon the incumbent.

(b) Nor to unskilful teaching. I seldom find cause to recommend the removal of a teacher from incapacity, though I have done so in three or four instances.

(c.) It is attributable in a great measure to want of interest on the part of the parents in their children's education. They make use of the school more as relieving them from the burden of a number of children at home than for the advantages gained to their children.

(d) Besides this, the value of the labour of children, boys especially, is telling very seriously upon the attendance of children at our National schools; *boys* are being employed by the tenant farmers instead of *men*. The inability of parents to pay does not operate to any appreciable extent as detrimental to attendance. I may also make this observation: the tenant farmers prefer a boy who is not a "scholar" to the sharp first-class boy of a National school; and I have known instances where parochial relief has been refused to families, *because* they have kept boys at school, who might earn 3*s.* or 4*s.* a week by labour.

(e.) The deficiency of the education of the poor cannot be attributed generally to the "bad management" or "bad organization" of the schools.

(f.) Nor to the laws affecting the condition of the poor.

IV.—Character of existing System of Government Aid, &c.

8. I do not now, as I once did, object to schools being placed under Government inspection. The system they have adopted appears to work well,* *as far as it goes*. I do not recommend the managers of *small* agricultural parish schools to apply for Government aid. The assistance offered to *small* schools not under trained masters or mistresses is very trifling.

9. I am not able, from experience, to answer this question; but it seems to me, that the best provision to be made for the education of the children of paupers and criminals would be, to attach a good school to each prison and union, and that, by the aid of Government grants, these children might afterwards be apprenticed ou, &c.

10. I cannot find that it has any effect upon schools supported chiefly by voluntary subscriptions, and should say, that now there are but few persons who entertain objections to the Government system.

V.—Endowed Schools.

11. But very few endowed schools for the *poor* have come under my observation and inspection. Those that have are not in a satis-

* Vide 12, b and c.

factory state, owing chiefly to the inefficiency of the master or mistress, and from want of interest taken in them in the parishes where they are located.

VI.—Suggestions.

12. I should propose:

(a b and c) The maintenance of the present Government system with its further development; for instance, that its grants should be extended to the *smallest* village schools, without requiring the present high standard of acquirements in the masters and mistresses.

(d) More frequent inspection, with and without notice of visit of inspector. The districts may be divided and sub-divided. My experience leads me to remark a general gradual improvement in those schools which are visited and examined regularly and frequently.

(e, f) The "voluntary principle" may be combined with a system of rating. I mean that the support of the schools may be left, as it now is, *mainly* to the landowners and resident gentry, but I think a system of rating may be made compulsory, so as to get something out of the tenant-farmers. The rate should not be assessed too low, not, for instance, so low as a church rate. The labouring poor should be exempt. I have made an analysis of the support given to various schools in my district of inspection, by the farmers, not being landowners, and it is extremely small. If a system of rating be established, I should be sorry to see the ratepayers legally entitled to interfere in the management of the school in any way.

(g) I am not aware of any mode by which the "existing charitable endowments" can be "made" better "available for the purposes of education" than at present.

(h) It must become a question for the Legislature to consider how we are to make the education of their children more valuable to the poor than it is; to make them feel that it is a positive advantage to themselves, to have their children, boys especially, at the parish school, to a much greater age than they do at present. h, in question 4, would be one method. Government aid, in supplying apparatus for lectures in evening schools, would be another. Paid lecturers, itinerant, another. The establishment of evening schools for boys and adults generally; and Sunday schools for both boys and girls. Anything to make instruction attractive. Useful periodicals, accessible to those who attend the evening schools. Penny-banks connected with them, &c.

13. I do not consider this desirable or necessary. The parochial school is such a boon to the poor that all their children attend at some time. I should be sorry to see schools established under the "direct control of the State;" better as it is.

With respect to "differences of religious belief," I have frequently recommended that the children of dissenters from the church be not excluded from the National schools. In agricultural parishes I have not found any difficulties arising from their admission. The Church Catechism need not be taught them, if

there is, on the part of the parents, a conscientious objection to its use, which is not common.

VII.—Teachers and Training Colleges.

14. I never recommend a highly-trained master or mistress to the school of, a purely agricultural parish. I have almost invariably found that the masters and mistresses sent out from our training institutions do not attend to the lower classes in a school. They have a few *show* boys or girls in the first class. I find, on looking at the list of schools in my district (classed privately in order of merit), that neither the first, second, or third are under a master or mistress trained at our colleges. I am not at all prejudiced against the system of training, but the reverse; I merely state a fact, so far as it has come under my own observation. It becomes a question whether we are not training and teaching the masters and mistresses too high for the *country village schools.*

15. The above answers this question, except in the last particular, viz., that the *trained* teachers are not, I should say, generally very well satisfied with their position. They think themselves, in country parishes, superior to their neighbours, and in acquirements they are. They mix very little with them.

16. The "working," and "the results," of the system are, I consider, on the whole satisfactory.

17. Schoolmasters and mistresses should, I think, be paid by a stipend, and the pence of the children combined. The absentees, by this method, are "looked up."

VIII.—Results.

18. I look most hopefully and joyfully at the efforts which have been made of late years, in the matter of the education of the children of our poor. I expect the best results. My experience has convinced me that children brought up at our National schools make better labourers and domestic servants than the uneducated; and I am certain they are more regular at church, and more attentive to their religious duties. For instance, I have only met with daily *family* prayer among the poor, where the *whole* family has been brought up at school, and can read. Where the father or mother, or both, cannot read, the children who attend the day school read the Scriptures to them; but there is no closing or beginning the day with family prayer.

The *educated* poor are the best conducted; there is less vice and immorality than where the education has been neglected.

C. B. Wollaston,
Vicar of Felpham, Bognor, Sussex,
and
June 18, 1859. Diocesan Inspector of Schools.

W. Walker, Esq., of Bolling Hall, Bradford.

No. 1 question. I have had experience during the last thirty years of a school on my own premises for the education of factory children, which school now contains nearly 500 under thirteen years of age. I have also seen the progress of education during that period in the town of Bradford, where, as well as at Clayton West, near Huddersfield, I have an extensive manufacturing concern in the worsted trade.

2. I have arrived at a firm conclusion that the *half-time* system for work and schooling, as now practised by law in our factories, is the *very best* that can be devised, and least likely to be objected to by the parents, in whatever work the children are employed. Whether in-door or out-door, I deem it necessary, with practical modifications, such as I have already given in writing to Mr. Winder, the Assistant Commissioner, to meet the convenience of agriculturists.

3. I consider that children kept at school half-time from eight to thirteen years of age ought to have all their school-time occupied in a *common* education of reading, writing, and accounts, never omitting daily *religious and moral training*. I object to their time being occupied with matters of taste, as where there is genius it will generally find its way to the means of improvement and higher education, apart from such schools as are adapted to the children of operatives. The female children should also have the opportunity of learning *plain sewing*, &c., and other needful work adapted to their homes.

4. (*a*) Sunday schools ought to be *exclusively* for *religious instruction.*
   (*b*) The half-time system *the very best.*
   (*c*) Highly desirable.
   (*d*) Absolutely necessary for those above 13.
   (*e*) Useful.
   (*f*) Good.
   (*g*) Encouraging.
   (*h*) To hold out these must have a good effect in creating emulation.

5. I do not think that perfectly gratuitous education is valued, but I strongly advise that no half-time child should pay *more* than 2*d.* per week.

6. I consider that the education in factory schools justifies my opinion that were the system made *universal*, the requirements of the age would be well met.

7. I take an *encouraging* view of the half-time education with the inspection and improved masters, mistresses, and teachers, and urge its universal application.

8. I thoroughly approve the existing system of Government grants and inspection, and would suggest the propriety of *more liberal* grants to those places where little or no local influence or means exist. Also the *condition* of *local* aid should be entirely or somewhat relaxed in some cases.

9. I think *both* good in present circumstances, and the "ragged" schools might be so assisted by Government as to leave none

destitute of education, provided the factory law were made applicable to ALL *working* children under thirteen years of age.

10. I think the existing Government system *stimulates* voluntary liberality. *Only Dissenters*, of a certain extreme stamp as voluntaryists, object to this system, and I believe the feeling with such as these is less prejudiced recently in consequence of the good results so palpable to all.

11. I see no objection to endowed schools, but I know that some of them would be the better for efficient *inspection*.

12. (a) Yes.
(b) Yes, certainly.
(c) Universally applied (including the half-time plan for all working under thirteen).
(d) No.
(e) The voluntary principle does not meet the case.
(f) No; this would create animosity.
(g) Enforce their proper and efficient application.
(h) I cannot recommend any other great change until the half-time system has been compulsorily introduced for *all* workers under 13 years of age.

13. Yes, certainly. My previous statements fully answer these questions. I see no difficulties in the *half-time* plan, and as they do not now arise *in factories*, they could not be insurmountable *in other work*.

14. The dame schools are good in *some* cases, but generally they are inefficient.

15. I think the training schools are answering very well, and the teachers thus sent out are doing well for themselves and for the schools.

16. The rate of allowance to *pupil*-teachers is rather too low, and their payments should, if possible, be made *half*-yearly.

17. I see no objection to the present plan.

18. Most satisfactory. My whole experience enables me to bear witness to *an immense improvement* in the character of the population since the passing of the Ten Hours Factory Bill in 1847, which gave *time* to such workers, and *indirectly* has influenced some other trades favourably.

May 1, 1859.

Mrs. John Meadows White.

PRELIMINARY.

1. Forty years' experience in female schools—Suffolk, City of London, Blackheath, Lee, Dover, and Portman Chapel Schools, East Street, Portman Square,—both in National and Sunday schools,—the children of agricultural populations, mechanics, seafaring men, cab-drivers, small tradesmen, and gentlemen's servants.

I.—Standard of Education.

2. The practicability must be according to the locality and condition of the parents, who are generally anxious to take their children from school as soon as they can earn a trifle.

It is desirable that girls should remain at school till the age of 13 or 14 at the least.

Religious Instruction.

3. A thorough knowledge of the Bible, and also the Catechism (when of the Church of England) with Scripture proofs. Where Dissenters object to the Catechism, it is easy to leave it out.

Secular Instruction.

Arithmetic.—Numeration and notation, the four principal rules, reduction, practice, and proportion; a general knowledge of geography and of the history of England, and sufficient grammar to enable the girls to write correctly; also a knowledge of domestic economy.

Needlework should be made a point of much importance. One of the Privy Council Examiners always takes a sempstress with him when he examines female schools or pupil-teachers. It would be well if this exception were made a rule. Every pupil-teacher on leaving school should be able to cut out and make every article of wearing apparel, and to knit and darn her own stockings.

Music and Drawing.

It is most desirable, where possible, that music and part singing should be taught on the Hullah system. Also drawing to the senior scholars.

Sunday Schools.

4. (*a*) Most advantageous for as long a period as possible.

Many mistresses will allow their servants to attend after they have left school. This always to be encouraged.

Industrial and Domestic Training.

c. An industrial and domestic department should (if possible) be attached to every Privy Council school, into which, at the age of 13, each girl should be drafted, and remain there for six or twelve months.

Evening Schools.

d. Not desirable for girls. Excellent for boys.

Free and Lending Libraries.

f. Every school should have a lending library exclusively for the children, to the expenses of which it is advisable that each child should contribute something, say 2*d.* a quarter. A library has been conducted at Portman Chapel schools on this plan for twelve months, during which time no book has been lost or in-

jured. Each child has a catalogue, and books are changed once a fortnight.

EDUCATION GRATUITOUS OR PAID FOR.

5. Education is more valued when paid for by the parents, and punctuality of attendance is better insured, as all like to have their money's worth. Parents, however poor, can always find some friend to help them, but the payment should be in advance and always enforced.

IV.—CHARACTER OF THE EXISTING SYSTEM OF GOVERNMENT AID AND INSPECTION.

Reformatory Schools.

9. (*b*) The withdrawal of the Government grants from industrial and reformatory schools, unless the managers agree to certify, has been, and is a very great evil, as the mixture of bad and good children has been found prejudicial to the latter, without improving the former; and it is a hard case, where the managers are desirous of training good and respectable girls for domestic service, to be obliged either to relinquish all hope of Government aid or to certify that they are willing to receive girls of questionable character.

VII.—TEACHERS AND TRAINING COLLEGES.

14. It is highly important that teachers should not only have a thorough practical knowledge of all the subjects which they are required to teach, but also be persons of intelligence and observation, so as to be able to open the minds of their pupils. They must also possess in a high degree the power of *imparting* knowledge as well as the power of *acquiring* it, and have sufficient moral weight to inspire respect, and maintain discipline, by firm and gentle methods without having recourse to *any corporal punishment.*

Above all, it is essential that the teacher's own mind should be imbued with such religious principles as shall enable her to impart to the children the spiritual and moral teaching of the Bible, without involving them in sectarian or denominational distinctions. This will have the advantage of securing that kind of religious teaching which is inseparable from every sound plan of education, whilst it will not render the teachers unfit for distinctive or denominational teaching, where required by the managers of the school.

15. The general system of training is not in all respects satisfactory. It is too apt to cram with useless knowledge, and to lead to self-conceit. First-class mistresses are seldom desirable, as it often happens that either their health has suffered from overtension, or the particular high class learning to be acquired (which can never be necessary in teaching children in the National schools), has taken so much time that those essential parts of their training, the management of a school, and the art of keeping it together, has been but too little attended to.*

* Should the writer require a mistress, she would inquire for one who had a second-class certificate; and if she could not succeed would be quite satisfied with a third, should she possess all the qualities mentioned in VII., 14.

Thus, for example—

(1.) At a school near London, put under inspection in the early days of the Privy Council system; the mistress not certificated, but excellent; children well disciplined, clearly and well taught; Archdeacon Allen reported highly of the school; pupil-teachers were articled, every examination was satisfactory, and all obtained certificates. Then came the vexatious order that all schoolmistresses were to be examined with a view to their being certified. Several years passed, and the school being so well reported of, the order was not enforced; but at length it was signified that the mistress must undergo an examination. This she feared to undertake, and accordingly left, the school being at that time full and prosperous, and the parents and managers well satisfied. A first-class mistress was then appointed, but, owing to her inefficiency in its management, the school sensibly declined.

(2.) *Example of over-tension.* In one school which came under the writer's observation was a first-class mistress, very clever and highly qualified as a teacher, but she had lost all energy, owing to the over-exertion of her mind.

(3.) *Example of self-conceit* in a first-class teacher at a training college. One of the ladies employed to correct the journals of the pupils, found in six cases notes of a lesson from the first book of Euclid, all badly entered, and even showing an entire ignorance of the meaning of an angle. The teacher was sent for, and the journals submitted to her, and the errors pointed out. She looked at them, and scarcely seemed to allow their incorrectness. The lady who had examined the journals asked for what purpose the lesson had been given (her own opinion being that it was to show off the teacher's knowledge). The teacher replied—"To open the minds of her pupils." Lady, "Do you think that to teach what the pupils cannot understand will open their minds?" Teacher, "Yes, I do." Lady, "Then I entirely differ from you. The Privy Council do not require mathematics for female pupils; then why teach them?" Teacher, "Because Professor —— gave me the lesson, of which I had preserved notes, and so I gave it to my pupils." (The subject was evidently not understood by the teacher herself.) The lady afterwards met the teacher, and asked her if she still held the same opinion that the minds of children would be opened by their being taught what they could not understand, to which she unhesitatingly answered in the affirmative.

16. The apprenticeship is too long; the knowledge required by Government could be learnt in three years as well as five.

17. (*c*) It is a great encouragement to a mistress to keep up her number when her stipend partly depends on the children's pence. The fees for the instruction of pupil-teachers allowed by the Privy Council should be distinct from the salary paid by the managers, and in addition to it.

Suggestion.

After three years' training and examinations, should the pupil-teachers pass well in the subjects on the broad sheet supplied by the Privy Council, it might be optional for them either to go into a training college, or to become assistant mistresses under a

certificated mistress, who should carry on their education, the progressive salary of a pupil-teacher being continued. This arrangement would produce more practical teachers, who would not be subject to so severe a training. After having passed two years as assistant mistresses, they might be appointed to schools, and the state of such schools be made the criterion of their fitness to obtain a certificate.

April 11, 1860.

Miss Yonge of Otterbourn.

1. My opportunities of gaining experience in popular education consist in having had for the last 18 years an intimate knowledge of and share in the management of a school for girls and infants, from fifty to sixty in number, and in being generally aware of what passed in the boys' school.

I have taken great interest in the subject of education, but my answers will not apply to any but the school before mentioned, since no other has come directly under my personal knowledge.

The locality is the parish of Otterbourn, Hampshire, which is entirely agricultural. The children are those of labourers, with a small proportion of those of village tradesmen and railway officials.

2. It would be desirable for children of both sexes to attend school from four to fourteen years old; but this is only practicable for the children of servants, gamekeepers, small tradesmen, and railway officials, or, among labourers, for an only child, or the youngest of a family when all the elder ones are maintaining themselves.

A girl in an ordinary cottager's family, if not the eldest at home, can usually attend school till twelve years old. If the eldest at home, her mother can often spare her to attend school during the winter months, but more cannot be expected after seven years old, where there are younger children in the family.

A girl may continue to give partial attendance for a longer time than would otherwise be the case if she have leave of absence on occasion of her mother's employment for a day or a portion of a day in baking, washing, charing, or going to market, and these will usually recur weekly with regularity.

In a parish of this description, where nearly all the girls go out to service between the ages of eleven and fourteen, I believe that constant attendance at school and employment there in study and needlework is the best preparation for their future life, by giving habits of regularity and discipline. An orderly mother does much in training her daughter for service by making her useful at home; but the removing the girl to assist in out-of-doors' work, excepting at harvest, is productive of the worst consequences.

Boys seldom attend school after ten or eleven years old, being set to field work of various kinds, but they are less liable to be irregular than girls, both from being less valuable at home, and

from not being deterred by bad weather. Sometimes a boy may be removed for a few weeks to keep birds or tend pigs, and attend school regularly for the rest of the year, and some come in the winter though not in the summer.

3. I should wish a girl to be well acquainted with Holy Scripture, so as to have a clear idea of the narrative and the chief prophecies, with the proofs of the doctrines of the Church; to understand the Catechism thoroughly, and to be able to illustrate it from Scripture, and to be well instructed in the meaning of all the services of the Church. She should be able to read fluently, write well, and spell correctly; have a general understanding of the principles of arithmetic, extending to proportion and fractions; to work neatly; to know the general course of English history, and enough of ancient history to explain that of the Bible; and to have some knowledge of grammar and geography.

A boy, from the absence of needlework, may be expected to be several degrees more perfect in the other branches of instruction, and chiefly in arithmetic and writing.

Singing is desirable in either case, and for boys perhaps it would be well to teach it thoroughly; but the time that cottage children can afford for any sort of instruction is too limited for anything else verging towards accomplishment, though an intelligent teacher or visitor can do much towards giving habits of cultivation, observation, and interest in natural objects. This last is the point to be most aimed at, as the chief means of awakening the mind, and obviating both stolid indifference, and the cruelties caused by ignorant terror.

4. (a) Sunday schools have been always most useful in this place, both as giving an object for which the weekly religious instruction prepares the children, and as keeping up the education of those who are forced to absent themselves either entirely or for a time from the daily school.

(b)

(c) Needlework is the only industrial training I consider desirable for a girl in such a locality as this. She leaves school too young to profit greatly by any attempt at domestic training, and in fact actual service at any tolerable place affords the most practical training in household work.

5. (d) An evening school, open three times in the week in the winter months, has proved very useful to the young lads who had left school early, but with a spirit of improvement.

(e)

(f) A lending library has been much valued for many years, both by parents and children, and has proved very useful. The books are most sought after which have been read aloud to the upper classes at the Sunday school.

(g)

(h)

6. In the parish of which I have spoken, and the time in which I have known the school, about seven girls have attained anything like the degree of knowledge above described. Of the boys I cannot speak with the same certainty. The girls I have mentioned were more than usually intelligent, and under favour-

able circumstances. The religious knowledge of all came fully up to the standard I have mentioned; they read and wrote well, and could work out sums in simple proportion. I do not imagine, however, that beyond the school-house their arithmetic would be remembered more than enough to serve in their ordinary accounts. Their grammar, though an assistance to understanding and to spelling, does not improve either their spoken or written language. Their geography is very vague; and only one, by the help of reading at home, has kept up any correct knowledge of history.

In ordinary cases of those who leave school early after fair but not constant attendance, the religious knowledge is generally good; reading, writing, and work respectable; but spelling deficient, and of the other subjects little more than the most vague ideas remain.

7. (a)

(b) In former years the deficiency was in some degree occasioned by the mistress's inability to carry on instruction in history and geography, which were only taught through a visitor. The present mistress can teach them.

(c) The chief causes of the children's deficiences are, however, the irregularity of attendance, which makes it difficult to teach history in class, and still more the want of connexion between school studies and home habits. The parents and relations cannot appreciate the children's progress except in reading, writing copies, and needlework; and there is nothing to call their knowledge of geography or history into requisition, while correctness of speech would be treated as affectation. A girl who can spell admirably at her dictation lesson in school will forget all her orthography in a letter out of school, and in most cases the school cultivation and memory are not carried beyond the school door. Still, however, such an amount of the intelligent spirit of cultivation may be imparted as will enable the young person to improve herself in after life, and often to recall what may have apparently been forgotten or have passed unheeded.

(d) It is the value of the mother's work that removes girls from school before eleven years old, and afterwards of their own.

It is only in unusually large, and therefore poor families, that there is any inability to pay the school fee of one penny each per week.

(e) The parent's willingness to enforce constant attendance depends much on the popularity of the teacher. In the long run, this is of course secured by efficiency, but by no means invariably so at first. A very youthful master or mistress is strongly objected to by many parents; punishments are resented, and justice misinterpreted. More reasonably, likewise, the mothers are slack in sending their daughters if they do not find needlework well attended to, and especially if work, and above all mending sent from home, be not well taken care of. To have their own making, and, still more, mending, well done at school, would be more of an inducement to cottage women to send their daughters than any other branch of education; but, unfortunately, mistresses frequently dislike such work, and imagine it not good practice for the children.

It may here be taken into account, that by attracting to our schools the children of very low and rough characters we drive away those of the classes just above them. As far as my experience goes, the paucity of the children, especially daughters of farmers and tradesmen, in our village schools, even where the education is good, is a well-founded dislike to the rude habits of some of the labourer's children with whom they would associate. When only the well-disposed careful cottager sent his children to the dame's school, and their very attendance was a token of respectability, the same objection was not made, and the farmer's children willingly sat on the same bench. Now when by every inducement, the children of the roughest families are brought to school, though they are often in course of improvement, the parents of a better class shrink from promoting intercourse between them and their own children. I have known at least three instances of little children being removed from the village school on account of the language and habits caught from others whom they there met.

8.

9.

10. The Government system has much increased the amount of voluntary subscription to schools, both in places where it is adopted and where it is not, by raising the standard of education. I am convinced that a large number of the managers of village schools have scruples which deter them from applying for Government assistance; some from the dread that it might lead to future interference with religious instruction; some from inability to fulfil the conditions; many more from thinking the standard of education higher than is beneficial, and others from being satisfied with masters or mistresses who are not able to fulfil the requirements, or who have some bodily infirmity, which does not interfere with their efficiency as teachers, but renders them ineligible for certificates.

11.

12. I have had no experience to enable me to speak on these points.

Inspection is, I think, extremely useful, as a stimulus to both teacher and school children. I should be glad if it could be so far extended that a school without pupil-teachers or assistance of any kind could benefit by it. The advantage was felt here of the inspections about eight and ten years ago, but they have not been repeated, owing to the schools not being in connexion with Government.

13. I cannot enter into these questions farther than to express a strong opinion against compulsory attendance. The parents, while the present rate of wages continues, cannot afford to lose the labour or the assistance of the children, and would resent any interference with their liberty of action.

14. My experience of other schools has not been sufficient to enable me to judge. In this place we have found that a person of mature age, with enough of experience of schools to learn something of management, has had far more success, both with parents and children, than young men regularly trained in the colleges, of whom we have tried several.

15.

16.

17. (c) School masters and mistresses are best paid by a regular salary, and the children's pence in addition, as they then are interested in keeping them at school, and are paid in proportion to the numbers.

18. The education of the poor in this place has been gradually improving for the last thirty years, and decidedly with beneficial effect.

In dealing with this inquiry the difficulty consists in the fact that hitherto I have not seen the labourers elevated by education as a *class.*

Many individuals are raised above the mass, but not the mass itself. Lads who have received a fair education leave the parish as policemen, railway officials, or the like; girls go into good services, and marry in a degree above that of their parents. Few but those of dull intellect, deficient instruction, and idle or bad habits, are left to supply the new generation of mere agricultural labourers, and these are thus becoming, in the mass, inferior to their predecessors, who included the better sort as well as the worse. Yet though there may be fewer persons of uncultivated power and great worth among the labourers under thirty than among those above that age, the condition of the poor is in many respects improved.

This I believe to be chiefly brought about by the greater habits of exertion consequent on the change in the poor law, also by abundance of work, and cheapness of the necessaries of life, as well as by the numerous openings for the employment of the more promising young men.

Of luxuries and comforts the poor possess many more, owing to these causes; but, as before said, education has led to the rise of numbers above the lowest station. Those who continue in it are not, I am afraid, superior in the moralities or proprieties of life to the less educated generation before them, but this is chiefly owing to that over which they have no control—the state of their cottages.

Otterbourn, Winchester. C. M. YONGE.
June 1, 1859.

The Rev. F. Barham Zincke, B.A., Vicar of Wherstead, and one of Her Majesty's Chaplains in Ordinary.

1. What opportunities have you had of gaining experience as to the state of popular education? To what localities and to what description of persons does your experience apply?

During the eighteen years I have been in holy orders I have had the management of schools in rural parishes and in the chief town of an agricultural district. Wherever I have been during this period, particularly in frequent visits to the manufacturing

districts of the North of England and in Ireland, I have inquired into the state of education. I have thought much upon this subject, and have frequently, during the last eleven years, written upon it.

2. Up to what age do you consider it practicable and desirable for children of either sex to continue their attendance at school during the whole or part of the year, season, or day, regard being had to their parents' means of supporting them, and to the necessity of their thorough instruction in their future occupation, agricultural, commercial, mechanical, or domestic?

I do not think it is practicable, nor, all things being considered, desirable, that children of either sex should continue their attendance at school to an age beyond that at which it may be advisable that they should begin to learn that trade or occupation by which in after life they will have to support themselves and their families. To keep them at school beyond this point would be unjust to them, and politically inexpedient. What that age precisely may be, will differ in each case, being decided by the nature of the future occupation of the child. The future agricultural labourer ought to begin to witness and aid in agricultural operations, and to be hardened to exposure to weather, at a very early age. To put an extreme supposition: if boys were to be kept in attendance at school till the age of 13, they would very generally turn out bad agricultural labourers. In this case, the plodding and monotonous work they must be employed in would prove far more distasteful to them than even it does at presents. There is in this class a very strong feeling, which, I observe, is yearly gaining ground, against, as they express it, "remaining on "the land." This, considering the peculiar circumstances of English agriculture, is not surprising; for in consequence of our rotation of crops, each requiring attention at a different season, and from there being no dead points in the English agricultural year, either from excessive heat in summer or excessive cold in winter, the labourer is kept to hard work every day in the year, and furthermore, in consequence of the operation of our law of settlement and of the general disuse of piecework, and of the simplicity of agricultural operations, a labourer has little, or no inducement to aim at becoming more skilful or intelligent, or at acquiring a better character, than the rest of his class, for good and bad alike are put to much the same employments, and what is still more important, receive much the same wages. When the steam-plough shall have become general all our methods of agriculture will be revolutionized. They will not then be characterized by extreme simplicity. The labour of children, and the early habituation of the labourer to his work, may then be less necessary, while at the same time more intelligence will be required. This will make it desirable and practicable that the children should stay longer at school. Under present circumstances, however, I am satisfied that the children of this class ought to leave school at 10 or 11 years of age. The girls, who are intended for domestic service, will stay longer. With respect to those boys who are destined for mechanical employments, or trades, the age at which they

ought to leave school will be later; but it will be governed in their case also by precisely the same consideration, varying somewhat in accordance with the requirements of their respective trades.

In this question there is an allusion to the parents' means. I do not content myself here with the now not uncommon remark. that it is not so much the cost of the weekly school-fee of 1*d.* or 2*d.*, that induces the parent to remove the child from school, as the loss of the weekly 2*s.* 6*d.* (a very large per-centage of the labourer's income) which the child might earn in the fields; but would also take the opportunity of insisting upon the importance of habituating the children of the labouring class, at a very early age, to the idea that labour is the only way open to them for getting money, in other words, for procuring the means of subsistence. The one almost exclusive means for rooting this idea in the mind, is the natural one of allowing the child to taste early of the pleasure and pride of contributing its daily 3*d.* or 4*d.* to the family exchequer.

3. What amount of education, religious and secular, could children of either sex be reasonably expected to obtain in the period you have specified, and of what would it consist? How far do you consider it desirable to include music, drawing, and other matters of taste, in the course of popular instruction which you would wish to see adopted?

I am of opinion that children of the classes referred to may obtain in the time I have specified what I am not disposed to regard, attention being paid to all that bears upon the question, as an insufficient education, both religious and secular. As respects religion, the fundamental ideas of Christianity are few and such as may be easily apprehended. As a clergyman, I should wish to be more explicit on this point than the occasion allows. I may, however, perhaps, be permitted to say, that I believe one very effectual cause why so little is in most instances achieved in this part of education is to be found in the fact that, generally speaking, teachers do not understand distinctly what it is that they have to do, and so cannot set about doing it in the right way. A very large proportion of the whole school period is usually spent in reading the Holy Scriptures, and in committing to memory the Bible history and more or less of the sacred text. All the while everybody knows how little good in most cases results from all these efforts and sacrifices. The reason I think very plain. There is something anterior to the Bible,—that to which the Bible is an appeal and upon which it is founded,—I mean the aboriginal moral and religious sentiments of man, those sentiments which are so strong and so general in human nature as to have made the edifices set apart for religious worship the most costly and conspicuous buildings in every city the world has ever seen. The use and intention of the Bible is to strengthen, to purify, to enlighten, to guide, to satisfy, to make operative these sentiments. Christianity gives to these sentiments their proper form, sanction, and power. This leaves us in no doubt at all as to the method which the religious

teacher should follow. He should endeavour, by the aid of the Bible, to awaken, to give body and shape, distinctness and strength, Christian form and direction, to the religious sentiments. To do this is to teach religion effectually, and to teach it in the natural method. It must be seen in teachers of religion that they are themselves under the influence of religion, and that it is the Bible that guides, enlightens, and forms their religion. Not only, therefore, will they treat the Holy Scriptures with the utmost reverence, and read them daily in the school, but in reading them they will never lose sight of their purpose, always treating them as containing instruction that is to be understood and felt. They will, therefore, always explain what is read in an intelligible, interesting, and practical manner. The capital fault in this matter is the supposition that the Holy Scriptures are everything, whereas the aborignal religious sentiment is the foundation. To teach the Bible without bringing our teaching into connexion with these sentiments, is to build with the best materials, but to detach the building from its foundations. Here is one cause of our frequent failures. I am persuaded that at the age I have specified much may be done very effectually by those who are themselves under the influence of religion, and understand either from thought or instinctively how religion can alone be taught.

With respect to secular instruction, I think that children may be taught to read, to write, and to work the elementary rules of arithmetic with ease by this age; and if, to take the case of those who leave school earliest, the children of the agricultural labourers, they can be brought, in addition to these acquirements, to regard what they read as having a meaning, and to endeavour habitually to consider what that meaning is, I would, bearing in mind the circumstances of the case, be thankful for such a result. Whenever there might be time and opportunity for more, I would add a little descriptive geography, a little natural history or vegetable physiology, and a little spelling. I purposely pass over the attempt to teach the children of the agricultural labourer grammar. I have seldom seen this done successfully, and if done ever so successfully, I regard it as a waste of opportunity and effort. The ruder solecisms may be easily corrected orally and by the way as they occur, without making grammar a main or a distinct part of their education. To do so is a sad mistake. What has led to this mistake might be easily explained. In the towns where the schools are frequented by the children of mechanics and petty tradesmen, a class that remains longer and needs higher instruction, it is advisable and easy to advance farther.

With respect to music, speaking generally, I do not consider any person properly qualified to act as master or mistress of a school unless able to give instruction in singing. I see the best effects resulting among the lower classes from the encouragement of this taste. I would even have the school-room open once a week at night, particularly during the winter months, for any adult parishioners who might choose to assemble there for practice in singing. In a parish containing less than 250 souls I have known several persons gladly and regularly avail themselves of permission to do this.

I would have drawing taught wherever it might be found practicable. This would be a very useful addition both to our means and to our objects of education. To teach drawing is to educate the eye, and to teach the mind as well as the eye to observe. The necessity of linear drawing in some of our trades, and of improved designing for several branches of our manufactures, makes the acquisition and cultivation of this taste a matter of much economical importance.

4. Will you state your opinion as to the respective advantages and disadvantages of the following methods of prolonging the period of instruction, and insuring the permanence of its results with respect to each sex?

   (a) Sunday schools?
   (b) Half-time system?
   (c) Industrial and domestic training?
   (d) Evening schools?
   (e) Lectures and mechanics' institutes?
   (f) Free and lending libraries?
   (g) Prize schemes and prize endowments?
   (h) Distribution of minor State appointments on educational grounds?

With respect to the methods lettered in the above list (a), (b), (d), (e), (f), I need say nothing, as I agree with what is generally thought of their advantages. With respect however to (c) industrial and domestic training, I am of opinion that the cases in which it can be carried out are so few, and so strictly exceptional, and that it would interfere so much (excepting so far as needle-work goes in the case of the girls) with what is more properly school work, that I would abstain from giving it any prominence in a list of methods for general application. From this remark I except some special and very important cases I shall have occasion to speak about hereafter.

I am opposed to (g) prize schemes or prize endowments, except for the specific purpose of aiding in producing a properly qualified class of teachers of schools in sufficient numbers; and even in their case I would discontinue it as soon as it might become possible to obtain the desired result without extraneous aid of this kind. I think it unwise and inexpedient to attempt to force education in this way.

I should be glad to see (h) minor State appointments distributed on educationtal grounds, were it done by a perfectly open competitive examination, but not otherwise. If it became generally known that this method of appointment was being acted upon, it could not but greatly improve primary education throughout the country. Its effects would be great upon parents, children, and schools. This result, however, will never be obtained if the candidates are to be selected by nomination, or in any other way. To be operative in the way desired, the examination must be perfectly open to all equally, and known by all to be so.

5. Should education be supplied to the poor gratuitously, or should it be paid for by them partially or entirely?

I am opposed to everything which would at all savour of an attempt to make in this matter any one system general, to the

exclusion or weakening of other systems. There is such a variety in the circumstances and their combinations with which we have to deal that we must have a corresponding variety of systems. I think, with the above proviso, that among the well-to-do poor education ought not to be gratuitous. Everywhere it must be so to some extent, because the poor cannot build schools and maintain them. They should, however, pay what their means allow for the schooling of their children, just as they pay for their food and clothing. This is a question which will, generally, be best left to settle itself according to the circumstances of each case. If in any places benevolent persons may desire to build schools, and offer in them education gratuitously, I would do nothing to hinder them. There are some very important cases in which education must be gratuitous, but I see that I shall have to speak separately about these cases presently.

6. How far does the present state of the education of children of either sex, in the districts and classes with which you are acquainted, come up to the standard defined by your answers to the preceding questions? What is the nature and extent of any deficiencies which may exist under any of the heads specified in them?

Of course I am not satisfied with the state of education in this district, in the sense, that I think no further advances either in its results or machinery desirable or possible. But regard being had to the circumstances of the case, I should be unreasonable were I not satisfied with the progress that is being made. In this purely agricultural district the children would not be able, as things are at present, to avail themselves of much more in the way of education than is now offered them; so to speak, they would not be able *to take up* more. I know that this is far from being the case elsewhere, but the question confines me to this district.

With the view of creating an additional motive for keeping up what has been acquired at school, I should like to see a village reading-room and library established in most of our rural parishes. The school, when not used of an evening, offers a ready furnished, commodious, and inexpensive village evening reading-room. Such reading-rooms to be well supported and of use ought substantially to be managed by those who frequent them. There should be no interference or appearance of it on the part of the rich or the clergy, only friendly advice and assistance when needed.

7. Causes of deficiency (if any). What are the causes of these deficiencies? and, in particular, how far may they be attributed to—
   (a) Want of schools, whether arising from deficiency of funds necessary to establish and support them, or from other causes.
   (b) Deficient or unskilful teaching, or bad choice of the subjects taught.
   (c) Want of interest on the part of the parents in their children's education.
   (d) Value of the labour of children, inability of parents to pay school-fees, or other economical causes.

(e) Bad management, or bad organization of schools.
(f) Laws or social arrangements affecting the condition of the poor.

It is obvious to remark that these causes are affecting education prejudicially in different localities, in different degrees, and in different combinations. I will say a word or two upon each of them separately.

(a) In our large out-ports, some of our manufacturing towns, and in some of our mining districts there is a deficiency of schools, arising from a deficiency of funds, and from other causes. I shall point out presently how I would have this remedied.

(b) Under the head of bad choice of subjects, I repeat that the parents do not appreciate grammatical instruction. We must remember that our object is to make the schools for the lower classes both useful to children in the particular circumstances of those we wish to educate, and at the same time properly valued by the parents. The question therefore proposed to us is, which will be most serviceable to such children in after-life, (children taken from hovels and cellars, and the gutters of the streets, and who in after-life will become sailors, bargemen, miners, porters, and generally of the class below that of artizans,) and which will be most appreciated by their parents, that the children should be taught to distinguish a noun from a verb and the subject from the predicate, or that they should be taught a little descriptive geography, some of the most obvious properties of air, heat, &c., and some of the plain facts of animal and vegetable physiology? A little of this kind of knowledge, diffused by the instrumentality of our schools through the whole body of the people, would be of the highest economical and sanitary value. It would, besides, have a far higher intellectual and moral value than grammatical instruction. Our upper classes, from the defectiveness of their own education in these respects, are hardly prepared as yet to acknowledge this: I have, however, no doubt but that before long we shall all of us agree in regarding it as quite incontestable. Instruction in these matters has the further advantage of being much more interesting to the child, and much more easily taught than the rules of grammar, which I cannot suppose that teachers have ever succeeded in making interesting to children. I never met among the lower classes with a parent who could see any use in this kind of instruction.

(c.) Except among the demoralized part of the population, there is just the reverse of a want of interest on the part of the parents in their children's education. I speak more particularly of the district in which I reside. How I would deal with the children of the demoralized part of our population, I shall have occasion to speak presently.

(d.) I have already said something on this head, and will reserve some further remarks I have to make upon it till I come to answer a subsequent question.

(e.) Bad management and bad organization of schools are very extensive causes of deficiency, but they are causes which are gradually being removed, as the managers of schools become themselves more experienced, and from other causes now in progress.

(f) I have already noticed in my reply to Question 2, the depressing effect in agricultural districts of the law of settlement and of the hopeless condition of the labourer. This question, however, the effects of law and social arrangements on the condition of the poor, involves such extensive political considerations that I forebear to enter upon it here; contenting myself with the fact, expressed in its simplest form, that whatever laws or social arrangements put or keep any class in a position unfavourable for rising in the world act as impediments to education,—both school education and the more valuable subsequent self-education,—by detracting so much from the most powerful and most generally operative of all motives. Of course *la carrière ouverte aux talents* is the most effective stimulus that can be applied to education as well as to military ardour. But this must be settled with reference to other considerations besides educational ones.

8. The Government at present makes grants in aid of various elementary schools and training colleges, out of the general taxation of the country, requiring, on the part of those who receive them, the fulfilment of certain conditions (especially the combination of religious with secular instruction, and proportionate local subscriptions,) and reserving to itself the right of inspecting all schools so assisted.

   What is your opinion of this system? How does it affect districts of different degrees of wealth and inhabited by different characters, and districts which do and those which do not receive assistance?

I thoroughly approve, under existing circumstances, of this Government system, especially of its elasticity, and of its being such that it may be, and is worked with any other system. I do not, however, for a moment suppose that the Government system can remain much longer without considerable modifications. It will of itself grow to a point, and bring about a state of things which will make considerable modifications necessary.

It benefits greatly districts which receive, and does no harm to those which do not receive, its assistance. I shall speak presently of the manner in which I would wish to see poor and neglected districts dealt with.

9. What is your opinion of the system pursued at present in relation to (a) pauper schools, (b) reformatory schools? How would you provide for the education of the children of paupers and criminals, or of deserted and destitute children?

In pauper and reformatory schools the school stands *in loco parentis*: it ought therefore to endeavour to do, in addition to the ordinary aims of schools intended for those who have homes, what nature has ordained that parents must do for their children. The chief duty of parents to their children is to qualify them for earning their future subsistence. This the mother does in the natural way by carrying on her household work in the presence of her daughters, and requiring from them such assistance as they are able to give. The father does it in a similarly natural way for the boys, or else, having first accustomed them to the idea and practice

of work, he apprentices them out to some trade or other different from his own. But, as in the case of children in pauper and reformatory schools, the school stands *in loco parentis*, all this must be done in the school. I wish to put this point as clearly and strongly as I can, because it is precisely what assigns to this class of schools their peculiar aims and character. The laws of nature make the power of self-support the first and the one exclusively indispensable requirement of every member of society; indeed, I might go further, and say of everything that has life. This consideration takes precedence of all considerations that are connected with the cultivation of the intellect and of the heart. Without some means of subsistence the graces of the mind and heart are not attainable; on the contrary, they are almost always perverted. Such is here the sequence of nature, and we are not allowed to neglect it with impunity. This obvious, and in the case before us governing, consideration, obliges us in pauper and reformatory schools to combine industrial with moral and intellectual training, or rather to make it the main object and instrument of education, placing intellectual education in distinct subordination to it. I am opposed to this being done in other schools, but I am clear that it ought to differentiate pauper and reformatory schools from all others.

I would provide for the education of the children of paupers and criminals, and deserted and destitute children, at the joint expense of the Government and of the locality. If the Government were to take the whole cost upon itself a door would be opened to a vast expenditure; besides that, the Government would thus be laid open to constant attacks: while if the locality were to bear the whole cost, there would be a constant effort to escape from the duty altogether, besides that the Government would then have no right to inspect, and virtually to superintend and to maintain efficiency.

10. Does the existing Government system stimulate or diminish voluntary liberality? Are you aware whether any considerable number of persons entertain conscientious objections to its existence?

Decidedly it stimulates. In an individual the knowledge that if he can raise a certain sum he will receive from some other quarter something considerable in addition, acts upon his mind as a stimulus. Just so does it with a number of individuals associating for any purpose they desire to carry out. The knowledge in any locality that if an effort be made for the establishment of a school, the Government will assist the locality in making it a good school, is an undoubted stimulus. I cannot understand how any one can believe that if the Government had done nothing during the last five and twenty years education would be in a better state in this country than it is at present. The same remark applies to the state of education and the means by which it has been advanced to its present state in all other civilized countries. I am aware that there are persons who entertain conscientious objections to Government aid, but I consider their position quite untenable. Their numbers are very small; they are exclusively confined to a few persons belonging to that class who have sufficient means to educate their children at a considerable cost. Probably of those

numerous classes which the Government thinks it a duty and an advantage to aid in this matter, not an individual could be brought to agree with them. It is not often that, in our educational efforts, we come into conflict with one of these objectors; hardly ever do we come into contact with them in society. Of course, being objectors, it is their first business to make themselves heard. Where can a question be found, if we are to wait till we are all agreed, upon which anything will ever be done? I do not see how any modifications can be made in the present system to meet the views of such root and branch objectors. On their part they must accept the position in which they have placed themselves, that of being opposed on this particular question to all the decisive facts of the case and to the common sense of mankind; at all events to the common practice of all nations, whatever may be their form of government.

11. What is the result of your observations as to the efficiency of endowed schools, intended or available for popular education, and as to their adaptation to the existing condition of society?

As far as my observation goes, a very large proportion of endowed schools intended or available for popular education are in a very inefficient state. Public opinion is beginning to act very beneficially upon them. In their present condition they cannot be spoken of generally as being adapted to the existing state of society; indeed, it would be nearer the truth to speak of them as having become a byeword for dilapidation and misappropriation of funds, neglect, and a variety of abuses. Instances, I believe, might be found in every neighbourhood to illustrate this remark. I shall have occasion to say what I would do for the reform and utilization of these endowments in my reply to Question 12 (g).

12. Would you propose—

(a) The maintenance of the existing system of Government aid and inspection?
(b) Its further development?
(c) And what modifications of it?
(d) The substitution or addition of any district, or other system of public aid and inspection?
(e) The voluntary principle?
(f) A system of rating; and, if so, how should the rate be assessed? Should it be obligatory on the ratepayers to make the rate? If so, should the obligation be enforced, if they were unwilling to make it? Upon what objects should it be lawful to expend the amount levied? How should the schools supported by rates be managed?
(g) Any and what mode of dealing with existing charitable endowments, either already applicable by law, or which might be made available, for purposes of education?
(h) Will you make such suggestions as occur to you for the establishment, improvement, and extension of any of the methods of prolonging edu-

cation, or preserving its results, mentioned in Question 4, with particular reference to the requirements of the districts to which your experience applies?

(a) I am in favour of maintaining the existing system of Government aid and inspection.

(b) I am in favour of its further development; with, however, the understanding that I think it quite impossible that, if further development takes place, it should remain long without modification. The expenditure, already great, will have much increased. The staff of inspectors will have been correspondingly enlarged. This will necessitate modifications.

(c) I do not consider that the time for modifications—regarding modifications as distinct from additions—has yet arrived. As time goes on, and the system developes itself, we shall see where curtailments and alterations ought to be made. For instance, the system of paid pupil-teachers, apprenticed to the Government for future school-teachers, was necessary, and has done much good. There were no properly qualified school-teachers when this system was commenced. But when improved schools shall have become general, a result now being worked out, it is obvious that there will be less or no need for this part of the system. Our old educational foundations for the purpose of training up a sufficient number of properly qualified persons for the offices of the Church supply an exactly analogous case. They were necessary at the time of their establishment, because what was wanted could not, without their aid, have been procured. Society, however, has now advanced to a point where we find that a sufficient number of such persons can be obtained without this extraneous aid; and these foundations have in consequence become anachronisms, and therefore we find them in many ways diverted from their original purpose, and becoming even, in some respects, hindrances in the way of educational progress. Just the same will it be with this part of the Government system. If it does its work properly, (and I am sure it has done, and is doing good service,) it will, in consequence of its very success, remove the necessity which existed for its establishment. When this time shall have arrived the excision of this part of the system will very considerably relieve the educational grant, and thus enable those who administer it to meet an increased expenditure in some other direction.

(e) The voluntary system has at present, and has had all along, the field perfectly open to it. Much has been effected by it, both alone and in combination with Government aid. I would not in any way interfere with this system. In whatever localities sufficient schools can be maintained by the voluntary principle, either alone or in combination with Government aid, in those localities I am glad to see schools so maintained. But I do not understand how any one who knows how our present schools have been built and supported, and how much still remains to be done, can for a moment suppose that the voluntary principle will ever provide us with all we want in this matter.

(f) I would have recourse in certain exceptional districts, and

under certain restrictions, to the system of rating. Every one is aware that in many of our manufacturing, and of our mining districts, in several of our large outports, and in the metropolis, indeed wherever there are large masses of population collected together, great numbers of neglected children are always to be found, who are being brought up in ignorance, and in a manner which is very generally only a preparation for a life of crime. Every one also is in the habit of remarking that in these localities, where the need for schools is so urgent, the means cannot be found for raising that amount which would secure the assistance of the Government. How are these facts to be met? I would propose that all such districts should be regarded and treated *exceptionally*. I would have schools built and managed in such districts in the following manner. I consider that half the expense ought to be borne by the parliamentary grant, and half by the locality. Both the country generally and the locality are interested in the future welfare and good conduct of these children. I would therefore lay a part of the cost upon each. There is no other party upon which any part of it can be thrown. I would have no school supported exclusively by public money, not only because the locality itself is interested and benefited by the school, but also because there would be no limit to the expenditure if the Government were to pay the whole of it; nor on the other hand exclusively by local rates, for then there would be no means of securing the efficiency of the school. If half must be raised by local rate, this would be a self-acting check upon the demands made on the public purse, and also upon the general expenditure.

With respect to the management, it ought to be shared between the Government, represented by a special inspector for such schools, and four local managers nominated by the magistrates of the district. Nothing connected with the management should be valid unless it had been approved of, under his signature, by the inspector, as the representative of the Government. This would ensure the proper maintenance and efficiency of the school. In such places there can be no other way of securing the efficiency of schools, hardly of bringing them into existence. In these cases the Government ought to take a part in what has to be done, and must if anything is to be done as it should be; and it must also be represented, and it can only be represented properly by its inspector.

There will be plenty of work for one man in organizing and superintending the schools of this class; and to do this will require a man who not only understands the different bearings of educational questions, but who will be able also to explain in public in each locality what has to be done, and who has a very sound judgment and much practical administrative ability. He might be called the district school inspector.

In order to insure fairness in the management of the school, I would have no ex-officio managers, either clergymen or others. For some reasons, it might appear advisable that the ratepayers should elect the local manager, but all things considered it would be far better that the local magistrates should nominate them. If they were to be elected by the ratepayers their one paramount

object would generally be to save the rate, and often to overthrow the school. There would also be no guarantee that the persons elected by the ratepayers for this office were in any way qualified for the discharge of its duties. This indeed would be a point seldom considered in their election. There would, however, be as good a guarantee as possibly could be had in the case of persons nominated by the local magistrates, for they would know what was required, and a body of magistrates generally act under a sense of responsibility. They would never make any manifestly unfit appointments. And as the persons they might nominate would always be residents in the district, and thus ratepayers themselves, there would also exist a sufficient guarantee that they would not put the district to needless expense in the management of the school.

The way in which I would set this matter going in any district would be as follows: There should be in every step of the business the utmost openness and publicity. The special inspector I would have appointed for this purpose, the representative of the Government in this matter, ought to be a person sufficiently acquainted with the state of the country to know generally in what localities such schools were required; at all events he would soon have sufficient information on this head. Having fixed upon some locality for his operations, he would himself go to the place, and begin by having a personal interview with the magistrates and leading persons of the locality. He would explain to them the matter, and would arrange with them for a public meeting on the subject. This should be advertised in the local papers. The mayor, or some leading person of the town or district should be in the chair. The inspector should give a full account of what was proposed to be done, and of the way in which it was proposed to do it. Resolutions in favour of the plan should then be moved. If the sense of the meeting was in favour of the plan, the majority of magistrates would probably also be in favour of it; and they should have the power conferred on them of at will imposing a rate for half the amount of the cost of building and maintaining the school. This rate should be raised in the same manner and at the same time as the poor rate. If the meeting should decide against the plan, I would for a time suspend action in the matter, because, in attempts of this kind, it is very desirable to have the general public in favour of what is going on. Still the law should be, that wherever a majority of the local magistrates were in favour of the establishment of the school, they, with the approval of the special inspector, might make the rate obligatory on the district.

I believe that if this plan were adopted, and succeeded in the first few instances in which it might be tried, it would soon be generally followed in our neglected and schoolless districts.

I would expend the rate levied, in meeting just half of *all* the school expenses. There should be a yearly report of the state of the school, and of all the expenses of the school given in detail, inserted in the local newspapers, or printed for distribution in the district. It contributes very much to reconciling people to the payment of money, that they feel confident of the fact that there is no concealment as to the way in which it is spent, and that they know everything on this head.

If the four local managers nominated by the magistrates of the town or district chose to exert themselves actively in superintending the school, so much the better. If in any district they might become remiss, no very great harm would result, for the inspector would still have his eye upon the school, and would know what was its condition, and would be answerable to the Government for it. I would have the inspector meet the local managers officially at least once in each quarter of the year. This would have a tendency to keep all parties alive to their work.

The local magistrates should be visitors.

Minutes of the proceedings of the managers should be taken, and a book kept for entries of the visits of inspector, managers, and magistrates. This book should be accessible to the public. Copies of the minutes and entries should be sent quarterly to the Vice-President of the Committee of Privy Council on Education.

If this plan were adopted it would give us good schools in districts where something must be done sooner or later. I know of no other way in which I would recommend that the attempt be made. This would disturb nothing; it would encroach upon nobody; it would allow all the agencies now at work to continue at work with undiminished activity. It would only occupy unoccupied ground, and ground which it is dangerous to leave unoccupied. The machinery would be in a great measure self-acting. I have considered the difficulties of the subject, and I believe it would provide against them sufficiently.

(g) I would appoint a special inspector for schools maintained either wholly, or in part, by charitable endowments already applicable, or which may hereafter be made applicable for educational purposes. This inspector of endowed schools I would put in the same position with respect to these schools in which I would put the special inspector of district schools, of whom I have just been speaking. In this case the existing trustees of endowed schools would take the place of the four local managers of the district schools. This may very fairly and properly be done, and the public would be glad to see it done. The tendency of public opinion is becoming favourable to the reform of these endowed schools; and if the trustees were aided and counselled by a competent inspector, speaking as the representative of the Educational Committee of Privy Council, a great deal would be done in a very short time. There is at present a very natural repugnance among trustees to be the first to stir in a matter in which their neighbours are concerned.

(h) The only two generally and effectually operative means of preserving and prolonging the results of education are, (1.) to make the schools so good and such that the parents have no doubt but that their children are gaining additional useful knowledge by remaining at them; and (2.) by enabling young people to see that it will be worth their while to keep up and increase their acquisitions of knowledge. An individual here and there may, but people generally never will educate themselves beyond the point which their circumstances and worldly aims require. In the United States, or rather in New England, and adjoining free

states, all, speaking generally, are desirous of retaining and enlarging the results of education. The reason of this is that there every one feels his social, political, and worldly success depends upon himself. These are motives which do not touch an English agricultural labourer. As I have already said in answer to Question 4, I am of opinion that but little good can be done, while a certain waste of effort is incurred, by attempts to force education.

13. Would you make school attendance compulsory? If so, on whom would you impose, and how would you enforce the obligation of insuring the attendance of the children? Would you wish for the establishment of schools under the direct control of the State? Should the education given in such schools be gratuitous or not? What subjects should be taught in them?

You are requested to give your plans upon the subjects referred to in Questions 12. and 13. with as much detail as possible, and with particular reference to the manner in which you would deal with the difficulties arising from differences of religious belief?

Here, as throughout all that I have said, I consider what is desirable and possible under existing circumstances. I would not make attendance compulsory at any of our existing schools, or if so, only in a few exceptional cases. But if the schools for neglected districts which I have been recommending should be adopted, I would to a certain extent in those districts make attendance compulsory. I would do this on the intelligible ground that these schools have been built by the Government and the locality for the very purpose of arresting the demoralization of a class, which, if allowed to continue in its present state, will continue to be, as it has hitherto been, the nursery of our criminal population. We have here a fair and reasonable ground for some little compulsion, and after all it would be very slight indeed. It would only be attendance at school for five or six hours a day till it could be proved that the child was able to earn something, say 1*s.* a week. I would not carry compulsion beyond this point, because it would then interfere with the first duty of the parent, which is to teach the child how to earn its subsistence, and it is quite impossible for the State to undertake to do this in the parent's place.

I would make the police the instruments for carrying out this compulsory attendance. In whatever cases they might certify that certain children were unemployed, and growing up in idle and disorderly habits, I would have an entry made of all such statements, and it should be competent for a magistrate, acting on such statements, to put his signature to a notice, to be served on the parent, directing him to send his child to school. If he neglected this notice, he should be summoned and fined a few shillings, or, in default of payment, imprisoned two or three days. For a repetition of the offence the punishment to be more severe.

I would have no schools under direct control of the State. If so, there would be no check upon the expenditure. Every place

would sooner or later endeavour to throw its school upon the State. There would also be much jealousy, and much outcry about interference with religion, for replying to which the State would always be in a disadvantageous position. In the manner I have already described, I would always associate the local authorities with the representative of the State.

I would have education nowhere gratuitous, except in the district schools I have recommended for neglected and partially demoralized populations. In these it may be gratuitous, because the districts are poor and neglected, and because in some instances the attendance would be compulsory, and because the whole of the funds would be provided for otherwise than by school-fees.

I would teach in these schools reading, writing, arithmetic, music, drawing, and descriptive geography. The Bible I would have read and explained in such a manner as to awaken and strengthen the natural religious sentiments, and to impress upon the mind the manner in which Christianity meets, moulds, and provides for these sentiments.

I consider that the difficulties of the religious question, as they affect the establishment and conduct of the schools, have been overrated. They exist rather on the outside of the school than within it. The case of Roman Catholics is of course an exception to this remark. I think that we are all beginning to understand that the efficiency and general machinery of the Church and of the Nonconformist bodies respectively, and particularly the energy, intelligence, piety, and reasonable aims of their respective ministries, will have more effect upon the minds of the people in the way of making converts to the church or the chapel, than the most proselytising efforts made in the school-room, which, indeed, are frequently found to result in effects directly the opposite of those desired. What I wish to see done, as respects religious instruction in the district schools I have recommended, could be only, and I believe might be easily, attained under the lay management I have described. Very few of the persons who might be nominated by a bench of magistrates to act as school managers would wish to see religion neglected, or taught ineffectually. Neither is it probable that they would allow the religious instruction given in the schools they managed to aim at making proselytes except to Christianity itself. The inspector too would be answerable to Government for whatever was done in this matter. Public opinion would be another and sufficient security for the character of the religious instruction. Both churchmen and nonconformists would probably soon cease to object when they came to understand that what was being done did not aim in any way at injuring or benefiting either of them, but that its effect would be to benefit both, by increasing everywhere the number of serious and intelligent worshippers.

I do not recommend the connexion of Sunday schools with the district schools I have described. There are good reasons, more especially in these cases, for leaving them entirely to the voluntary efforts of the different religious bodies.

I guard myself particularly against the supposition that I regard

the above-mentioned method of regulating religious instruction as a plan to be recommended for general adoption. I recommend it only for schools supported jointly by the Government and local rates, in pauperized, demoralized, and neglected districts. It is the natural and proper method for teaching religion in such schools. How in schools so supported, so managed, and so attended, is any other system conceivable? How again, if attendance at these schools is in some instances to be made compulsory, would any other system be tolerated? It must be remembered that these schools, though politically and otherwise most important, are of an exceptional character. In all other schools religious instruction will be modified according to their respective circumstances. There will be endless shades of difference among them. All this is natural and proper, and highly conducive to the end we have in view. Let all flourish. Only let us abstain from any desire for unity of system, and from the mischievous and bootless effort to force any system upon a locality which requires in this matter different treatment.

14. What is your opinion as to the qualification of the masters or mistresses of public, private, or dames' schools for their duties, both generally, and with special reference to the circumstances of the districts and classes to which your experience applies.

It is easy to say that there are very great deficiencies in the majority of our present masters and mistresses. It is, however, most satisfactory to contemplate the incontestible fact that advances which a few years back we should have regarded as impossible have now been made. The material considerations, therefore, are, what have been the causes of this vast improvement? and are these causes likely to continue operative? Undoubtedly the most efficient causes have been what have become the circumstances of society as it now exists among us, and what has become the state of public opinion and the general feeling on the subject of education. In these causes we find the conditions, the great motive and mainspring of what has been done. And it is most gratifying to feel assured that these causes must continue to gain strength, and that therefore they will continue to effect even still greater improvements. We may be sure that in the meantime those who are charged with the superintendence of the education of the country, and those who of themselves take an interest in it, will not relax their efforts.

15. Is the training given to masters and mistresses in normal schools and training colleges well adapted to its object? Can you suggest any points in which it requires improvement? Is the state of those institutions generally satisfactory? Are trained teachers generally satisfied with their profession and with their social position.

I am not sufficiently acquainted with the state of normal schools and training colleges to be able to give an opinion as to whether those institutions are generally in a satisfactory state or not.

I would suggest as a point which requires improvement that masters and mistresses should be made to understand clearly that

their duty as teachers of the children of the lower classes consists of three, though closely connected yet distinct parts. I. To teach the mechanical parts of education, namely, reading, writing, and drawing; and the semi-mechanical, arithmetic and music, so as that they may be practised with ease. II. To awaken, strengthen, and enlighten, in the Christian sense and form, the religious sentiments. III. To awaken intelligence, and to supply it with materials to work upon. This will best be done by setting before the youthful mind those interesting and instructive lessons which the Creator himself submits to us, such as the facts of descriptive geography, of natural history, of animal and vegetable physiology. These are the constituent parts of popular elementary education. It is a defect well worthy of notice in the training of masters and mistresses, that they have never been brought to analyse in this way what it will be the business of their lives to do. Much would be gained by leading them to comprehend this natural and simple analysis. It would show them that the field they have to labour in is not illimitable. It would greatly assist them in acquiring a thorough insight and mastery of it. It would enable them to arrange their thoughts easily, and guide their efforts profitably. Not so much time would then be lost in committing to memoty much that is of no religious or practical importance. The estimate of the relative value of grammar, as an instrument and end of education for the children of the labouring classes, would be very much lowered. Less would be done and taught than at present without any distinct understanding of its being intended to answer some good and useful purpose.

I differ from the opinion I hear sometimes expressed, and which, I suppose, led to this question being asked,—that trained teachers must naturally be a restless and dissatisfied class. I think that in the end they will be as well satisfied with their profession as the members of other professions are with theirs. As yet there has not been sufficient time, since the creation of this class, accurately to define what their positions should be. The head masters of our great public schools have lately passed into a higher social position than their predecessors occupied. Our trained teachers are unavoidably rather sensitive just at present Generally speaking, they are persons who have risen aoove the social condition of their parents; and while the ground of their status is in a great degree an intellectual one, it is, in most cases, conjoined with rather humble pecuniary means. The simple and natural remedy for whatever they may have just reason to complain of are time, which redresses all social injustices of this kind, and the increase of their own class, which will give them the weight of numbers, and also benefits of mutual support and of society among themselves.

16. What is your experience as to the working, and as to the results of the system of apprenticing pupil-teachers?

I have already spoken of pupil-teachers. The system of apprenticing has done and is still doing good service. Sooner or later, however, it must be discontinued. Its very success will remove the cause which existed for its establishment.

17. Should schoolmasters and mistresses be paid by—
    (a) Stipends?
    (b) Fees?
    (c) A combination of both?

They should undoubtedly be paid by a combination of stipends and fees. The fixed stipend should give a certainty of bare subsistence; while the additional amount of the fees, dependent on the excellence and character of the school, should turn the bare subsistence into a comfortable competency.

18. What is your experience of (a) the intellectual, (b) the moral effects of education on the poor? Will you state as many specific facts as possible in support of your opinion, allowing for the influence which other causes than education may have had in improving the condition of the poor?

(a). In my own immediate neighbourhood, a purely agricultural one, the intellectual effects of education now perceptible are that it has vastly extended the mental horizon of the labouring classes. The labourer now habitually looks beyond the parish and the market town. It has thus been instrumental in causing much emigration to other parts of the country, to the United States, and to our own colonies. It has also proved a most efficient coadjutor to the recruiting serjeant, both by making the rising generation dissatisfied with the monotonous and hopeless condition of the agricultural labourer, and by lessening their terror of the world beyond the village, now no longer utterly unknown, and which even begins to present an inviting aspect to their awakened and better instructed imagination. It has also qualified the most intelligent of the class for the numerous situations now to be had as porters, &c. on railways and in towns, which they eagerly catch at; as indeed they do at anything which will remove them from the land. I know that other causes have had a share in producing these effects, but education has had the largest share, and has intensified the operation in these directions of all other causes.

(b) The moral effects have been most valuable. It has greatly exalted their ideas of respectability, and enlarged and refined their ideas of home. These results have been brought about mainly by the education of the women. The value of these results I need not dwell upon; nothing can be more improving and humanising than self-respect, and a right conception of the sanctities of home.

F. Barham Zincke.

Wherstead Vicarage, June 13, 1859.

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